



# Springcroft Primary School

## Special Education Needs and Disabilities (SEND) Policy

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Approved	Signature	Date

### Our Mission Statement:

The place to learn, the place to succeed, the place to make friends,  
the place to grow.

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## **Introduction**

Springcroft Primary School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

## **Our Vision and Values**

Values:

- Resilience ~ The capacity to recover quickly from difficulties; toughness
- Creativity ~ The use of imagination or original ideas to create something; inventiveness
- Integrity ~ The qualifications of being honest and having strong moral principles; moral uprightness
- Collective Responsibility ~ The responsibility borne by all participants to abide by a decision and be responsible for its consequences

These values are quite simply 'The way we do things around here' and they form our foundation and provide the justification of our behaviours in everything we do.

Vision:

**Why?** We believe in preparing our children for life in the modern world, becoming resilient adults with integrity, radiating creativity, able to take responsibility for their actions, and shape their future.

**How?** We have a holistic philosophy to each child through providing a truly broad and balanced curriculum, nurturing creativity and one that fosters independence in both learning and thought.

**What?** In partnership with our parents and the community we serve, we provide high quality teaching of the national curriculum subjects, alongside encouraging children to develop their individual talents and gifts through both curricular and extra-curricular experiences.

All children with Special Educational Needs (SEN) are valued, respected and equal members of our school family. As such, provision for pupils with SEN is a matter for the school, as a whole.

*“All teachers are teachers of children with special educational needs.”* SEN Code of Practice (5:2)

Springcroft Primary School provides an inclusive, broad and balanced curriculum for all children. When planning, teachers set differentiated learning challenges and respond to children’s diverse learning needs, enabling all pupils to participate effectively in curriculum and assessment activities. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### **Aims and Objectives of this Policy**

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that some pupils may have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome any challenges they face.

### **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school’s Admissions Policy).

### **Defining SEN**

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

*Taken from 2014 SEN Code of Practice: 0-25 years ~ Introduction xiii and xiv*

The school reflects what the Code of Practice states (P88 Section 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good personalised teaching. This is known as SEN support.

We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents of the children/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

### **Identification and Assessment**

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition and Learning (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SENDCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs:

- the analysis of data, including entry profiles at FS2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- the use of our local authority SEN criteria
- the following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services

The SENDCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

### **Curriculum Access and Provision**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- small group withdrawal with TA, CT, or Learning Mentor LM.
- individual class support / individual withdrawal
- further differentiation of resources
- reading buddies
- interventions
- provision of alternative learning materials/ special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to Specialist Teaching and Educational Psychology Service, or other support services like the HUB for advice on strategies, equipment, or staff training

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

### **Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

### **Targets and Provision Maps**

All pupils on our SEND Support list will have individual Provision Maps setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets these are used to inform the Provision Map. Curriculum targets are recorded in exercise books, homework diaries, target cards etc. Strategies for pupils' progress will be recorded in individual Action Plan containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria

- The outcomes recorded at review

The Provision Map will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Provision Map will be created through discussion with both the pupil and the parent or carer.

### **Reviewing a Provision Map**

Provision maps will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

### **Code of Practice Graduated Response**

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENDCO after full consultation with parents at an Individual Provision Map review. External support services may advise on targets for a new Provision Map and provide specialist inputs to the support process.

Provision Map intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
- Parental consent is sought before any external agencies are involved. The resulting Provision Map may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

### **Request for Education, Care and Health Assessment**

The school will request an Education, Care and Health Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.

- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### **Education, Care and Health Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond that offered by the school. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in a Provision Map
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### **Reviews of an EHCP**

EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENDCO or parent/carer considers appropriate

#### ***The aim of the review will be to:***

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Annual Reviews, receiving schools should be invited to attend, in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCO will complete the annual review forms for Stoke Authority or the EHCP HUB for Staffordshire Authority and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

### **Partnership with Parents or Carers**

The school aims to work in partnership with parents and carers. We do so by:



- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
  - agreeing targets for the child
  - making parents and carers aware of the Parent Partnership services and encouraging them to look at the Parent Partnership board
  - signposting parents to other services when needed
  - involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

### **Involvement of pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- Provision Map reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

### **Special Provision**

The school has the following special facilities:

- Wheelchair access to lower ground classrooms;
- Disabled toilets with hand rails;
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas),
- Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

### **Management of SEND within School**

The governing body delegates the responsibility for the day to day implementation of the policy to the appointed Special Educational Needs and Disabilities Coordinator (SENDCO), who is a Qualified Teacher.

The management of SEND is supported by the administration staff. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

### **Role of Special Education Needs and Disabilities Co-ordinator (SENCO):**

The SENDCO is responsible for the development, monitoring and reviewing of Springcroft's SEND policy; her specific responsibilities include:

- overseeing the day-day operation of the school's SEND policy
- liaising with the assistant SENDCO in co-ordinating provision for children with special educational needs
- liaising with and advising colleagues
- co-ordinate the teaching provided for children with SEN
- liaising with other schools to enable smooth transitions for children with SEN
- maintaining and updating resources for SEN, ensuring that staff have knowledge and access to materials
- attending relevant SENDCO update meetings, and keeping abreast of new research
- helping with the assessment of children with SEN
- maintaining the schools SEND support list and overseeing the SEN records
- work in partnership with parents of children with SEN (in conjunction with class teachers)
- carrying out reviews for EHCP plans
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges

The SENDCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEND policy. Termly meetings will take place.

### **Role of the Governing Body:**

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEN and all those involved with teaching and supporting Statemented pupils.
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school's SEN Policy including the

allocation of resources from the school's devolved/delegated budget

### **Role of the SEN Governor:**

The Governing Body appoints a governor to have lead responsibility for the oversight of special educational needs in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirement. The SEN Governor has regular contact with the Headteacher and SENDCO, to keep up-to-date with and monitor the schools SEND provision, and is required to make an annual report to parents on the implementation of the SEND policy.

### **Role of the Headteacher:**

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENDCO/SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

### **Role of the Class Teacher:**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil
- In collaboration with the SENDCO, develop Provision Maps for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the Provision Map targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

### **Pastoral Support**

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable. Additional support is provided by our school councillor, who works with children and staff to support emotional well-being and offer mental health support. The school is also an early adopter of the HOPE Project (Helping Our Pupils Emotions), where staff are active members of this initiative, supporting children and families with a range of mental health topics. Outside agencies will be involved should the need arise.

Our school seeks to work in partnership with parents and carers to provide effective PSHE and support for children and young people. The school's PSHE programme endeavours to complement and support parent's and carer's roles. Parents are invited into school on a regular basis to attend parent's evenings or information evenings. Information can be found in

our prospectus and in our regular news letters. We operate an “Open Door” policy which means parents are always welcome.

### **Links with Education Support Services**

We aim to maintain useful contact with support services in Children and Young People’s Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, CAMHS, First Steps, Mind ~ Younger Minds, Action for Children, Behaviour Support, Autism Outreach, PDD Outreach, Visual or Hearing Impairment Unit and SENNS.

### **Links with other schools**

#### ***Early Years Settings***

The Reception Class teacher arranges visits to the pre-school setting when they are informed of a child with SEN who **will be starting school** at Springcroft. When a child already has an EHCP or AEN funding they are usually invited to attend the child’s Annual Review held during the summer term in the pre-school setting.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, who will assess the child’s needs and put a suitable program in place.

#### ***High Schools***

Specific links are maintained with Blythe Bridge High School, to which the majority of our pupil’s transfer, although liaison with other schools takes place. Transition days are organised to familiarise all pupils with SEN with their new schools and close links are maintained to ensure that relevant information is passed on.

### **Resources**

The provision for SEN/AEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

### **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher/SENDSCO. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school’s Complaints Procedure available on the school’s website.

### **Review of the SEND Policy**

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy should be read in conjunction with our Well-being and Behaviour Policy and Disability and Equality scheme/Accessibility plan.