



## SPECIAL EDUCATIONAL NEEDS POLICY

Reference in this document will be made to the SEN Code of Practice (2014) and the Children and Families Act (2014). It is also informed by current disability and equalities legislations such as the Disability Discrimination Act (2005). It should be read in conjunction with the school's SEN Information Report on the website.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Our intent is to ensure that every child is valued

#### AIMS AND OBJECTIVES OF THE SEND POLICY

To deliver the aims of the school in an **inclusive** environment with all staff taking responsibility to provide inclusive provision.

- To enable teachers to identify children with Special Educational Needs (SEN) at the earliest possible time and assess their needs.
- To make reasonable adjustments for those with a disability to allow access to the curriculum, the physical environment and written information.
- To ensure all pupils with Special Educational Needs and Disabilities (SEND) can fully access all aspects of school life.
- To ensure quality teaching is provided and appropriate training is given to enable staff to meet all pupil needs.
- That all pupils' needs are met and they make the best possible progress.
- To fully involve pupils in decisions that affect their education.
- To ensure equality of opportunity for all children by providing a broad, balanced curriculum that is relevant to the individual child.
- To develop a co-operative working relationship between parents, pupils, school, and outside agencies, in order to meet the needs of the child.

#### ADMISSIONS

Students with SEND are allocated places in two different ways:

Pupils with Education Health Care (EHC) plans have a specific admissions procedure overseen by Hounslow Council's SEND team. Applications for children with special needs or with a disability will be treated fairly. Reasonable adjustments will be made to accommodate pupils with a disability.

Those pupils who have SEND, but not an EHC plan are admitted via the normal school admissions.

Further information and guidance on applying for a child with an EHCP can be found below – see link <https://www.hounslow.gov.uk/send-local-offer-education-health-care-plans/when-you-have-an-ehcp/2>

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) Code of Practice 2014**

A child is considered to have SEN if they have a learning difference that requires special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difference or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

## **IDENTIFICATION AND ASSESSMENT**

If parents or carers have concerns about their child's progress, they should first speak to their child's class teacher. If they have further questions, they should speak to the SENDCO or senior staff. School staff will then work together to identify specific concerns and plan what can be done next.

At Crane Park a range of strategies are used to identify children:

- Some children come to school with their needs already identified by their previous setting/school or specialists working with them (e.g., community paediatrics, Speech and Language Therapist. We contact these practitioners to liaise with them.
- For other children, we first provide high quality teaching and monitor their progress in response to this. If children do not make expected progress, we assess whether they have SEN. We will plan specific interventions to address their learning needs.
- Some children might have more specific problems that can be identified by staff, parents, or outside agencies.
- Sometimes parents' concerns shared with us are important in identifying specific needs.
- Pupil progress meetings highlight concerns over lack of progress and pupils are identified as a result.

## **Broad areas of need:**

- 1 Communication and Interaction
- 2 Cognition and Learning
- 3 Social, emotional and mental health
- 4 Sensory and/or physical

## **Pupils with SEND include:**

- Pupils with general learning difficulties whose progress has fallen behind that of their peers.
- Pupils with specific learning difficulties who have difficulty acquiring specific literacy and numeracy skills, in relation to their cognitive ability.
- Pupils with social, emotional, or mental health difficulties, who are hindered in their academic progress due to these difficulties.
- Pupils with physical or sensory impairment.
- Pupils with speech, language, or other communication needs.
- Pupils on the autistic spectrum.
- Pupils with visual, hearing, or other sensory impairments.

## **ROLES AND RESPONSIBILITIES**

**SENDCO: Mrs Satbir Sidhu**

**Special Education Needs Governor: Ms Felicity Sulma**

**Headteacher: Ms Alison Small** has overall responsibility for SEND at Crane Park Primary School

### ***For pupils:***

- where possible to be fully involved in their own learning, participating in setting targets and evaluation of their progress

### ***For parents and carers:***

- to participate fully in decisions which affect their child's education. To attend meetings and appointments as appropriate and work with the school to support their child's progress.

### ***For teachers:***

- to plan effectively to allow all pupils full access to the curriculum, with provisions to ensure all are challenged to meet their full potential.
- to individualise and differentiate approaches to teaching and learning to maximise progress.
- to monitor the academic progress of pupils with SEND and contribute to reviews.
- to liaise with parents and carers to help meet pupils' needs.
- to identify and share concerns with relevant staff.
- to develop resources and strategies in collaboration with SEN staff.
- to plan, deliver and record SEND provision with advice from the SENDCO.
- to manage Teaching Assistants to effectively target specific support for pupils with SEND.
- to ensure that pupils are aware of and have access to their targets.

### ***For support staff:***

- Teaching Assistants (TAs) may work with intervention groups inside or outside the classroom following plans outlined by the class teacher or other senior teacher (i.e., a year leader).
- they should be familiar with, and refer to relevant programmes and individual targets.
- they enable pupils with SEND to play and socialise successfully in the playground.
- they support specific children with their learning and individual needs.
- Learning Support Assistants (LSAs) allocated to specific children will make that child is the focus of their support as directed by the provision map and /EHC plan.
- to support class teachers with records of children's work, achievements and outcomes.
- LSAs will be fully involved in reviews and target setting and will work collaboratively with outside agencies.

### ***For Year Leaders:***

- to provide information on how to support and include pupils with SEND within their year group.
- to ensure appropriate differentiation and effective use of resources, including staff.
- to provide subject specific advice and support to staff.
- to help plan and implement SEND provisions relevant to their subject.
- to take part in monitoring, evaluating and reviewing progress of pupils with SEND in their subject area or year group.
- to seek advice from the SENDCO where concerns are identified.

### ***For the SENDCO:***

- to co-ordinate day to day provision for children with SEND and maintain an overview of provision.

- to liaise with and co-ordinate outside agencies – e.g., Speech and Language Therapy, Dyslexia SEND5, Educational Psychologist, Child, and Adolescent Mental Health Services, etc.
- to keep school systems up-to-date so everyone knows who in school has SEND and what provision is in place.
- to help teachers and support staff access the resources they need to help children with SEND in the school achieve the best progress possible.
- to work with families and other school staff to make the best provision for children with SEND.
- to contribute to the in-service training of staff.
- to liaise with the SEND governor.

#### **For Governors:**

- to appoint a named governor with responsibility for SEND.
- to regularly review and agree the SEND policy.
- to ensure the school is accountable for its provision.
- to oversee appropriate staffing and funding arrangements.

#### **Allocation of resources**

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

#### **Provision at Crane Park**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

#### **Interventions:**

When a pupil is identified as having special educational needs, we will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEN support. The level of additional intervention and support will depend on the individual pupil need.

The triggers for intervention could be concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not made better by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

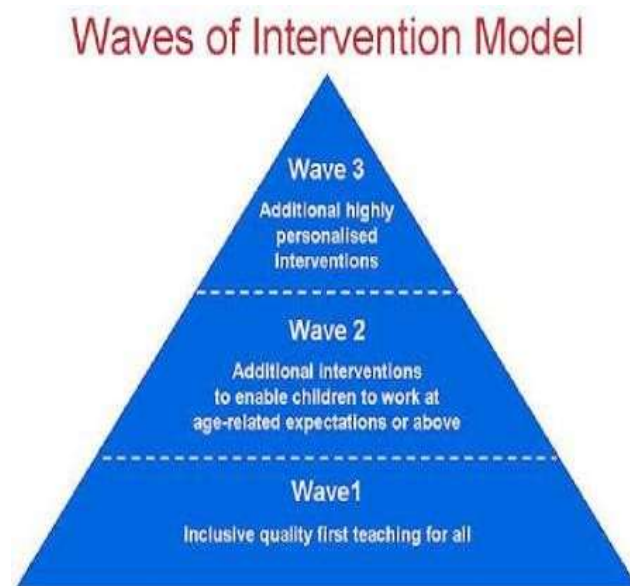
If we conclude, after consulting parents, that a pupil may need further support to help them progress, we will consider our reasons for concern alongside any information about the pupil already available to the school. The SENDCO will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's teacher will remain responsible for working with the pupil, for assisting in the planning of an individualised support plan to meet the needs of the child.

## Nature of Intervention:

The SENDCO and the pupil's teachers, in discussion with parents, will decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

The wave model below outlines Crane Park Primary School's approach towards intervention.



In some cases, outside professionals from health or social services may already be involved with the child. In such instances, it is good practice for these professionals to liaise with the school and keep the school informed of their input. The diagram below outlines the graduated response that is adopted at Crane Park



When a pupil is identified as having SEND, Crane Park works to remove barriers to learning and put effective personalised provision in place. Crane Park implements a graduated approach as specified in the 2014 Code of Practice. The four areas of this approach are Assess, Plan, Do, Review

### Assess

When a concern is raised about a child by a member of staff or parent/carer, the teacher will draw on the advice of senior staff and the SENDCO to carry out observations and analysis of the pupil's needs. This will include drawing on teacher assessment and their knowledge of the pupil; the child's previous progress and attainment; other staff observations where relevant; the child's development in comparison to their peers and national data; the views and experience of parents; the pupil's own views and if relevant, advice from external support services.

This assessment will be monitored and reviewed as an ongoing process, ensuring that support and intervention are matched to the child's need, barriers to learning are identified and overcome and strategies and intervention that support a child's learning are in place.

### Plan

Where it is decided to provide a pupil with specific SEND support, the child's parents will be notified about adjustments, interventions and support that will be put in place, along with the expected impact on progress or development.

All teachers, and support staff who work with pupils with specific needs, will be made aware of their needs and provided with advice on strategies that support their individual needs.

### Do

The class or subject teacher is responsible for the teaching and learning for every child in their class. Teachers work closely with teaching assistants and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO, Year Leader, and senior staff then support the class teaching by carrying out further assessment and implementation of support.

### Review

The efficiency of the support and interventions will be reviewed and communicated with parents / carers and pupils. Individual support plans and areas for development will be shared with parents to aid next steps planning

## **SCHOOL REQUEST FOR STATUTORY ASSESSMENT**

Graduated Response:

If the child continues to demonstrate significant cause for concern and the school/parents feel that the child's needs cannot be met through the resources available in the school, a request for statutory assessment known as (education health care needs assessment) will be made to the Local Authority. A range of written evidence about the child will support the request. However, before proceeding with a statutory assessment, the local authority must be convinced that despite the school taking relevant and purposeful action to meet the child's learning needs from relevant external specialists, the child's needs remain or have not remedied sufficiently.

This is a request for funding for further support. Parents, carers and pupils are fully consulted and involved in this decision and process. Where a pupil has an EHC plan, an annual review will be held with parent, relevant school staff and outside agencies and the involvement of the pupil where appropriate.

## **Pupils with social, mental, and emotional health needs**

Some pupils may have social, mental, or emotional needs either on their own or alongside learning or medical needs. As Crane Park Primary School is a fully inclusive school, we aim to meet these needs for this group of pupils.

Pupils with social, mental, or emotional needs will be assessed to identify what barriers they face and how these can be overcome in conjunction with parents or carers. The school has trained ELSAs who participate in the LEA, ELSA programme. Trained ELSAs will support pupils with emotional needs and work on a one-to-one basis with a child for a 6-week block. Pupils at Crane will also have the opportunity to attend the Thrive programme. These sessions consist of staff monitoring the well-being of SEMH pupils and helping to develop the vital relational functions within relationships.

Where pupils present an immediate danger to themselves or to other people, the use of TEAM TEACH techniques are used. Please see the Safer Handling, Behaviour and Safeguarding policies for more detail.

## **LINKS WITH OUTSIDE AGENCIES**

Please see SEND Local Offer for details of the provision available to Hounslow schools. [www.hounslow.gov.uk/send-local-offer](http://www.hounslow.gov.uk/send-local-offer)

Crane Park works closely with many external agencies. Parents' or carers' permission is sought before any referral. The main agencies which support are:

Speech and Language Therapy- Referral via Heart of Hounslow  
Early Help Service including Early Help Family Support and Early Help CAMHS (Child and Adolescent Mental Health Services)  
Independent Consultant for Vulnerable Families & Parenting Support  
SEND5 Dyslexia Consultancy  
Educational Psychologist  
Pupil Referral Unit (Woodbridge Park)  
Child and Adolescent Mental Health Services  
Educational Welfare Service

## **YEAR 7 TRANSITION**

Crane Park works closely with secondary schools to ensure that transitions are well planned and organised to make sure pupil needs are met in their new school and that pupils and their parents feel confident about starting a new school.

## **COMPLAINTS PROCEDURE**

Parents or carers should contact their child's class teacher at the first instance. Most times, issues are resolved at this stage. However, if parents or carers remain unhappy, they should contact the SENDCO in the first instance. Any complaints or concerns that are felt to be unresolved should then be directed to the Head Teacher/and SEND Governor. A copy of the school's complaints procedure is available from the school office or on the website.

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Support Plans for children. The SENDCO and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCO and the named governor with responsibility for special needs also hold regular meetings.

## EVALUATION OF THE SEND POLICY

All sections of the SEND policy should be regularly reviewed and updated. Review Procedures This policy will be reviewed after three years or when: • there has been a significant change in staffing or in pupil intake • there have been changes in local authority or statutory requirements Dissemination This is an open policy statement, which is available to staff, governors, inspectors, parents, and the wider community and the school would welcome any feedback on its conte

<b>Status of Policy</b>	<b>Date</b>
Author of this policy	Satbir Sidhu (SENDCO & DH)
Date	January 2026
To be reviewed	January 2028