



SEN Policy

Introduction

- Crowdys Hill School aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEN/D). We provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach students with SEN/D. Our SEN/D provision is co-ordinated by the Senior Leadership Team including our Special Educational Needs Co-ordinator (SENCo).
- We use Department for Education (DfE) definitions and guidance and our duties in this regard are set out in the Special Educational Needs and Disability Act 2001, The Disability Discrimination Act 2005 and The Children and Families Act, 2014 and Special Educational Needs Code of Practice 2014.
- Review - annually

Approved by Governors on 16.11.22

Signed: Chair of Governors

Headteacher

Review date: November 2023

Policy

1. Principles

By SEN/D we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, AD(H)D and some complex emotional or social difficulties, including syndromes such as Tourettes, and Autistic Spectrum Condition and mental health disorders are among the disabilities that might be classed as SEN/D if they have significant impact on the student's ability to make progress and take a full part in school life.

Special educational provision means interventions which are additional to or different from that made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the 2014 SEN Code of Practice .

2. Identification and assessment

All our students with will have had formal assessments or diagnoses prior to coming to our setting. We have developed strong links with our primary feeder schools and liaise with them to help identify students with special needs who will be coming to Crowdys Hill School and get relevant data. Students and their class teachers are visited in Year 6 and primary years; and once identified for in-year admissions, and the Assistant SENCo takes part in Year 6 annual reviews of all students with EHCPs that will be transferring to Crowdys Hill School. We continue to identify and assess the needs of all our students and will, when required, arrange for additional support from professionals in order to ensure that we are clear about the needs of student and how they are best met. We spend lot of time visiting children in their current settings, and at home, prior to confirming a place; and pupils and parents are invited to make frequent visits once a place is confirmed.

3. Provision

At Crowdys Hill School we ensure that every child can access a broad and relevant curriculum, aimed at developing their academic, personal, medical/ physical, and emotional abilities. Most importantly, we develop their social skills and independence.

Our SENCo and tutors also:

- Identifies additional or different provision and its costs (when appropriate)
- Links provision to individuals
- Monitors and reviews provision and students' targets

The SENCo shares summaries of support/interventions with staff to track progress and measure the impact of support.

Special provision usually means differentiated delivery, resources or tasks managed by Teachers or Teaching Assistants in class settings. It may also entail in-class work or targeted group interventions by staff, such as literacy catch-up groups, or work on areas like social skills or speaking and listening, to teach skills, address learning gaps, boost achievement or exploit strengths. Many students also have special (access) arrangements in exams, such as extra time, a reader or access to a word processor.

All students have access to our speech and language therapist; and staff are trained in communication strategies to enhance teaching.

A small number of students will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. These students may be assisted in class by TAs, or withdrawn from class for special teaching or social development or skills programmes. We also have trained staff to provide hydrotherapy, motor skills and physiotherapy.

We have access to autism and social skills support sessions; rebound therapy; emotional literacy support; various literacy support; sensory support sessions; and motor skills development.

In many cases, students will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress. We may use elements of these reports to inform our provision planning.

Students who have difficulty managing their behaviour may have additional support from our pastoral team – they may additionally have a plan to support their behaviour which might include an outline of their difficulties, special provision and targets, and be used for monitoring and reviews.

Some students who have a medical disability will have a Health Care Plan prepared with the help of the student and his or her parents or carers, the School Nurse, health services, and other involved professionals including the school's Assistant SENCo. Health Care Plans detail support arrangements, contact numbers and procedures, and are reviewed at least annually.

4. Resources

Funding for students with SEN/D is allocated according to a funding formula set by Swindon Borough Council, which changes from time to time. If the needs of any of our students change markedly, we are able, through the Annual Review, to apply for additional funding - our SENCo manages this process.

5. Gifted and Talented Students

Identification

All staff share the responsibility to recognise and record the strengths of pupils. Achievement and attainment will be recorded through the school assessment procedures and tracking system. Where pupils show a particularly significant area of ability or talent an identification sheet will be completed and shared with staff.

Teaching and learning

Curriculum planning is always differentiated to meet the learning needs of all pupils. This planning includes meeting the individual needs of gifted and talented pupils. We may make additional provision for pupils in their areas of ability or talent by:

- Providing individuals with opportunities and experiences additional to the usual school curriculum
- Providing integration links to mainstream schools
- Liaising with mainstream colleagues and cluster co-ordinators to make links with mainstream activities
- Moving the pupil to a different class group for certain areas of the curriculum
- Providing individual mentoring or guidance with an appropriate member of staff
- Providing guidance on additional work or self study for the pupil
- Working with providers from outside the school to secure additional learning opportunities (sports, arts)
- Providing clubs for pupils to develop their talents. Access to this provision is open to all, but pupils with particular talent will be encouraged to attend.
- Providing personal and pastoral support to pupils

Management of provision for more able, gifted and talented pupils

All adults in school have a responsibility for gifted and talented pupils. It is the responsibility of every teacher to provide an appropriate curriculum for more able, gifted and talented

pupils in their classes. Jane Ozanne (lead teacher) are the designated teachers with responsibility for overseeing the implementation of this policy.

6. Partnership with parents, carers and students

Crowdys Hill School emphasises the importance of involving students and developing a partnership with parents and carers in order to plan provision and review progress. Involvement might include:

- discussions staff, including the Senior Leadership Team and the SENCo
- regular contact with tutor
- sharing details of external reports and assessments
- participation in reviews and parents/carers' meetings
- two interim and 1 full report throughout the year
- sharing strategies

Parents and carers of students with an Education, Health and Care Plan are always asked to attend an annual review meeting and to be actively involved in the review process.

7. Monitoring and evaluation

This SEN/D policy is reviewed by Governors annually.