



Crow Orchard Primary School **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES** **POLICY 2025/26**

Head teacher: Miss J Hollings SENDCO: Miss E. Baron
SEND Governor: Mrs K. Brookes

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Section 1

Introduction

This policy is linked to the following school Policies:

- Safeguarding.
- Curriculum
- Inclusion
- Behaviour and relationships
- Attendance
- Anti-Bullying
- Medical
- Health and Safety

Therefore, to operate this policy effectively, these additional school policies therefore need to be referred to. Our SEND policy reflects the SEND Code of Practice, 0-25 guidance, 2014.

At Crow Orchard School all staff work with children with Special Educational Needs and Disabilities (SEND). Working to meet the needs of these children is regarded as a whole school responsibility.

A child has special educational needs if he/she has difficulties regarding communication and interaction, cognition and learning, social, emotional and mental health or sensory and/or physical needs for which special educational provision is required. S/he will experience significantly greater difficulty in learning than most children of the same age, or a disability which either prevents or hinders him/her from making use of the educational facilities provided at Crow Orchard School. This does not include children, who for example display, poor behaviour, low school attendance or have English as an additional language.

Many children encounter difficulties with learning at some point in their school career. These may be slight and of short duration, or more severe and prolonged. The cause for concern may be of an academic, medical, physical, social, behavioural or emotional nature; exceptionally able children may also require special educational input to ensure their needs are met.

Special educational needs and disabilities are unique to each child and they must be assessed on an individual basis. However, whole class tests and on-going assessments against age appropriate expectations will play their part in highlighting when a pupil is falling significantly behind his/her peers. Teacher observation and parental concern will also serve initial concerns.

All our pupils are entitled to receive an education appropriate to their needs and this is delivered within an inclusive classroom environment. The teacher's classroom management skills ensure a positive atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs. Pupils with SEND are assisted to access the National Curriculum within the classroom by means of adapted work, a range of teaching styles, sensory and physical resources, information technology and appropriate groupings.

It is part of our school philosophy that any child perceived as having special educational needs and disabilities (SEND) should be identified as early as possible and assessed, in order that they may receive the support and guidance necessary to their development. This policy applies to children at all stages of education provided at this school, including the Early Years Foundation Stage as well as Key Stages One and Two. Provision is made in partnership and with the support of parents and carers.

Section 2

Aims

To provide a system for the early identification and continuing development of children with SEND.

To raise the aspirations of and expectations for all pupils with SEND.

To provide a focus on outcomes for our children with SEND, with provision and support meeting their specific needs.

To provide all staff with the knowledge, understanding and confidence to enable children with SEND to achieve their full potential.

To provide quality first teaching for all children.

To provide a curriculum that is tailored to meet the needs of children with SEND

Objectives

To identify and provide for pupils who have special educational needs and additional needs.

To work within the guidance provided in the SEND Code of Practice, 2014.

To operate a 'whole pupil, whole school's approach to the management and provision of support for SEND.

To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND inclusion policy.

To provide support, continuing professional development and advice for all staff working with pupils who have SEND.

Help every child with SEND find their place in the life of the school and foster a positive self-image

Give children with SEND access to the National Curriculum at an individually appropriate and challenging level.

Work with parents, carers and relevant outside agencies to fully meet the needs of children with SEND.

Section 3

Identification and Assessment

At Crow Orchard School we will identify the needs of pupils by considering the needs of the whole child which will include other factors beyond their special educational needs. An initial concerns form will be completed by the class teacher and parents/carers will be consulted.

Early Identification

We recognise that if a child has an identified special educational need or disability, then the earlier action is taken, the more effective it is likely to be. Early identification of SEND is essential. Children in the Foundation stage will be screened using Baseline tests and the children not meeting age related expectations will receive intervention to aid their progression in learning.

Crow Orchard Pathway to Inclusion

The first response to a child who is experiencing difficulties in their learning should be high quality teaching targeted at their area of need.

Where progress continues to be less than expected the teacher should inform the SENDCO, using an Initial Concerns form which is then used to start the process of any follow up referrals or provision.

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, different from or additional to that normally available to pupils of the same age' (2014 SEND Code of Practice)

Pupils identified with SEND will have a support plan in the form of a School Support Plan (SSP).

If the child does not have SEND but is finding the curriculum particularly challenging, the SENDCO will provide the teacher with advice and strategies for use in the classroom. If concerns continue, the initial concerns form will be completed and passed onto the SENDCO. Any staff member is invited to attend a fortnightly 'SEND' clinic where any support with related issues can be discussed.

All parents should be informed that their child has SEND. The School Success Plan (SSP) should be shared with parents, seeking their input.

Four Broad Categories of Need

Communication and interaction (Including Speech, language and communication difficulties and Autistic Spectrum Disorder)

Cognition and learning (MLD,SLD,SpLD and PMLD)

Social, emotional and mental health difficulties (SEMH)

Sensory and/or physical needs

Other factors which may impact on progress and attainment that are NOT SEND may include;

Attendance and Punctuality
Health and Welfare
English as an Additional Language (EAL).
Being in receipt of Pupil Premium Grant
Being a Looked After Child
Being a child of Serviceman/woman

Section 4

A Graduated Approach to SEND Support

‘All teachers are teachers of SEND children’ (Code of practice, 2014)

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning facilitators or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

At Crow Orchard school we regularly review and carefully review the quality of teaching for all pupils, including those at risk of underachieving. This includes reviewing and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Pupil progress meetings take place with the Head teacher, and each teacher produces a termly class report.

The teacher and the SENDCO should be involved in deciding whether to make special educational provision for a child. All the information gathered from within the school regarding the pupil’s progress, alongside national data and expectations of progress will be considered.

For higher levels of need, the SENDCO will make arrangements to draw on more specialised assessments from external agencies and professionals.

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the child will be added to the school SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning.

Support is provided in the format of a 4 part cycle, consisting of:

Assess. Plan. Do. Review

This is ongoing, thus enabling provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupils’ needs using the class teacher’s assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of the parents. The pupils’ views and, where relevant, advice from external support agencies, will also be considered. The analysis will require regular review to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and are

being overcome.

Plan

Planning will involve the SENDCO, teacher and parents as appropriate to agree the support and interventions that are required. All those working with the pupils, including support staff, will be informed of the pupil's individual needs. School support plans are put in place for children on SEND support and children and parents are informed and targets shared. Parents are invited to a meeting with the teacher termly to discuss the progress of their child or if there are significant changes to meet earlier. We have an open-door policy so parents are welcome to discuss their child by making an appointment with their class teacher.

Do

The class teacher remains responsible for working with the child on a day- to-day basis, even where interventions may involve group work or one-to-one teaching away from the class teacher. The class teacher will work closely with support staff to assess the impact of the interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of implementation of effective support will be provided by the SENDCO. Learning facilitators will keep a record of their intervention with a child who has an EHCP by working with the class teacher to set appropriate and achievable targets for the half term, linked to their EHCP and progress is recorded at the end of the week on how well the child has achieved this target.

CPOMS logs are used to inform all staff of interventions and any important documentation.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact of the interventions and support. It will also take into account the views of the pupil and where necessary their parents. The SENDCO and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and pupils

Section 5

Managing the Needs of Pupils on the SEND Register.

Children who are on SEND support will be on the school SEND register. They will be given a School Support Plan (SSP) which will be devised in conjunction with pupil, parents, teacher, SENDCO and any other professionals involved.

Initial concern forms will be completed before it is decided whether to add a child to the SEND register and this will be discussed with the SENDO. Parents will be informed beforehand.

SSPs will be reviewed on a termly basis by the teacher, SENDCO, pupils and parents. SSPs will be discussed and monitored in pupil progress meetings.

The level of provision a child receives depends on the individual child's needs. The school has a provision map detailing all the SEND provision for the children on SEND support.

The SENDCO and teacher are responsible for ensuring the SSPs are kept up to date. If a child is not making expected progress, outside agencies and specialist teachers may need to become involved. Statutory assessment (referral for an Education and Health Care Plan) and the involvement of the School Educational Psychologist or other agencies, such as Speech and Language may need to be considered.

Early Help

The school is able to call on the services of the SEND Specialist Teaching service, Compass Bloom, the Educational Psychology Service, IDSS (Inclusion Disability Support Service), Nurse and Doctor, Speech and Language Therapy Service, Education Welfare Service, Pupil Referral Service, Child and Adolescent Mental Health Services (CAMHS), Play therapy sessions, Domestic violence counselling, behaviour therapy, counselling, multi-sensory sessions and Social Services. The School Nurse and Doctor also give access to outreach services for the Visually and Hearing Impaired and to the Physiotherapy and Occupational Therapy services.

Once the Early Help Assessment has been completed, regular (TAF) meetings should be held to which parents, teachers and all agencies working with the child are invited. A record of the meeting will be completed on the TAF form and this will be logged on our CPOMS system.

Copies of Early Help Assessment and TAF forms will be sent to all involved with the child and to the Early Help Assessment database.

Children with SEND are able to have exclusive pastoral support linked to their needs with the pastoral lead. This would take place in the pastoral room (The Rainbow Room).

Referral for Education, Health and Care Plan (EHC)

If a child has lifelong or significant difficulties then they may undergo a statutory assessment process which is usually requested by the school but can be requested by the

parents. This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi- agency approach to assessing that need, planning provision and identifying resources is required.

The application for an EHC plan will combine information from a variety of sources.

Parents

Teachers

SENDCO

Social care

Health professionals

Educational psychologist

Information will be gathered relating to the current provision provided. The decision will be made by a panel of professionals from education, health and social care about whether a child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate a statutory assessment which leads to an EHC plan.

Further information about EHC's can be found via the SEND local offer on the school website or follow this link.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

Criteria for exiting the SEND register.

Where specific planned provision has been successful and significant progress has been made by a child, they should then be removed from the SEND register and progress monitored in class to ensure it continues. This will be discussed with parents/carers.

Section 6

Supporting Pupils and Families

For further information on EHC plans and special needs please follow this link to the **Lancashire Local Offer**.

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

For information on Crow Orchard School SEND Information Report please see our school website under 'Files.'

www.croworchard.lancs.sch.uk

Parent partnership now called SENDDIASS (Special Educational Needs and Disabilities Information Advice and Support Services)

Leaflets are displayed on school notice board

Information Line

Monday to Friday 8am to 5pm

Admissions

Pupils with SEND will be admitted to Crow Orchard School in line with the school's admissions' policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND and work closely with preschool provision. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Tests/Exams

Children with SEND may qualify for support during tests and exams in line with the Access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of "adverse circumstances beyond their control").

Transition

Crow Orchard School has good links with local secondary schools and Key stage 2/3 transition packages are organised on an individual needs basis. CPOMS information is sent to the high schools.

Section 7

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Crow Orchard School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Children with a medical condition will be placed on a school medical register. In some circumstances a child will need a care plan, written in conjunction with the school nurse, parents and SENDCO. These care plans are accessible to all who need to refer to them whilst preserving confidentiality.

Staff are aware of children with medical needs, follow advice from the care plan and receive training and advice from relevant care specialists.

Parents will complete a medical form if they require medicine to be administered to their child during school hours.

Parents will be asked to provide the school with up to date information about their child's medical needs and ensure that they or another nominated adult are contactable at all times. Medication will be kept in the locked medical cabinet outside the head teacher's office or in a locked container in the fridge in the staffroom.

School works closely with the school nurse and doctor and the SENDCO may meet with the school doctor to discuss, with the parents' permission, any issues concerning children's medical conditions.

Please see 'Supporting Pupils with Medical conditions' policy and mental health guidance.

Section 8

Monitoring and Evaluation of SEND

In order to make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff, parents, and pupils throughout the year.

Crow Orchard school evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils in line with the SEND code of Practice.

To ensure quality of our SEND provision the school will conduct regular audits, this involves: lesson observation, book scrutiny, data analysis of intervention programmes in consultation with SLT, pupil progress meetings, seeking parent/pupil views, monitoring staff CPD, monitoring of Pupil Success Profiles for children with EHCP and termly SENDCO network meetings.

SEND provision is recorded and monitored on a SEND provision map. This is updated termly by the SENDCO. The interventions are monitored and evaluated termly by the SENDCO and information is fed back to parents, staff and governors. Children are assessed either termly or at the end of a programme of intervention. This helps to evaluate the effectiveness of the intervention. Parents are invited to see the Class teacher/ SENDCO about their child's progress.

Section 9

Training and Resources.

SEND provisions are funded through higher needs block funding and pupil premium funding.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These needs are identified through staff performance management/appraisals.

Section 10

Roles and Responsibilities

SENDCO

The Special Needs Co-ordinator at Crow Orchard School is Emma Baron. The role of the SENDCO is to:

- Oversee the operation of the SEND Policy and co-ordination of provision for children with SEND;
- Liaise with and advise teachers and learning support assistants;
- Maintain the school's special needs register and oversee individual children's needs; Liaise with external agencies including the LEA's support and educational psychology services, health and social services;
- Seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs;
- Develop a school support plan for children having SEND support.
- Help class teachers maintain records in the form of SEND support plans with reviews of outcomes resulting from working on specific targets.
- Be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use.
- Build confidence and understanding through keeping staff informed about changes to the SEND Code of Practice, to arrangements and to provision.

The roles of the Head Teacher and Governing Body

The Governing Body has identified a governor Mrs Brookes, to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. (For roles of governing body CoP Section 1:16 – 22, 1:39.)

The Head teacher and SENDCO will identify areas for development in SEND and this will be included in the school's development plan.

Reports on SEND provision are presented to the Governing Body yearly.

The Governing Body produces a termly report on the school's provision for SEND, which provides information on:

- access arrangements;
- the identification and assessment of pupils perceived as having SEND;
- teaching and staffing related to meeting the needs of such pupils;
- how the school works in partnership with agencies outside school.

The Role of Teaching Staff and Assistants

All teaching staff and assistants are responsible for adapting the curriculum for pupils with SEND and for monitoring their day-to-day progress in order to plan for their needs. The SENDCO, together with SLT will review and monitor the progress made by SEND children through tracking results of summative assessments. (See Assessment Policy) The SENDCO, together with curriculum subject leaders, will review and monitor the effectiveness of resources and other curriculum material.

All staff will work closely with the SENDCO to keep her fully informed of pupil needs.

Designated Teacher with specific Safeguarding responsibility and responsible for managing PPG/LAC funding

Jen Hollings DSL

Denise Heath Deputy DSL (1)

Emma Baron Deputy DSL (2)

Steve Murray DSL (3)

Section 11

Safeguarding of children with SEND

At Crow Orchard School, all staff are aware of the increased vulnerability of children with SEND. Staff are at all times alert to signs or indications of abuse of any kind, shown by any of the pupils, and understand that children with SEND may be unable to communicate their worries in the ways that the other pupils can. Staff are all trained with regards to their statutory responsibility to safeguarding children and understand the reporting procedure they must adhere to. DSL and DDSL are trained in Adverse Childhood Experiences, have received training on safeguarding children with SEND, linking the training to barriers faced by some children with SEND, such as neglect, abuse and other areas of vulnerability.

Section 12

Storing and managing Information

Information collected about a pupils SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils' parents, the head teacher or the SENDCO, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEND is kept in an electronic file that only the SENDCO can access. Information is stored on CPOMS but levels of access vary, for example DSLs can access some confidential information.

Section 13

Reviewing the Policy

The SEND policy will be reviewed annually.

Section 14

Accessibility

Access for Disabled

To ensure access for pupils or parents with disabilities the school has disabled access via the main entrance and disability accessible toilet facilities are available as described in the school's Accessibility Plan. Please also see Local offer on the school website for SEND information.

Section 15

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will arrange a further meeting with the parent/carers.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor, Mrs Brookes. The Chair of Governors Mrs O'Connor will be involved after other avenues to resolve the situation have been exhausted.

Section 16

Bullying

Please see school anti bullying policy in the school office.

Section 17

SEND Information can be found using the following link

www.croworchard.lancs.sch.uk

Date policy reviewed: September 2025

Adopted by Governors - SEND governor and Chair of Governors

Head Teacher – Miss Jen Hollings – Tel: (01695) 724046

Email : head@croworchard.lancs.sch.uk

SENDCO – Miss E. Baron – Tel: (01695) 724046

Email : senco@croworchard.lancs.sch.uk

SEND Governor – Mrs K Brookes – contact via school office
Tel: (01695) 7240

