



# SEND Policy

This policy was approved and adopted by  
the Local Academy Board  
on 17<sup>th</sup> July 2023

It will be reviewed in Summer 2025



## 1. GUIDING PRINCIPLES

Crawley Ridge Infants is an inclusive and supportive primary school. We believe that

- Every teacher is a teacher of every child including those with SEND
- We have high expectations and set suitable targets for all pupils.
- We define a special educational need in accordance with the 2015 SEN Code of Practice: 0 to 25 Years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Education and Health Care Plan (EHCP)

## 2. DEFINITION

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child with a learning difficulty or disability has a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

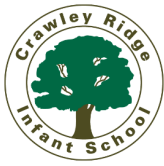
## 3. KEY ROLES AND RESPONSIBILITIES

### SENCo

It is the SENCo's responsibility to ensure this policy is put into practice throughout the school and to co-ordinate the specific provision made to support individual pupils with SEND. The SENCo will also provide appropriate support and training for class teachers and teaching assistants to enable them to develop their practice and provision to suit specific needs of children in their care.

### SENCo details:

Mrs Lisa Culligan  
E: lculligan:cri.tamat.org.uk



T: 01276 27546 (School Office)

## Headteacher

The Headteacher will work alongside the SENCo, ensuring clear liaison between parents, class teachers, the SENCo and, where appropriate, outside agencies.

## Other members of staff with specific roles

- SEN Governor – Bethan Shellard-Dedman (from September 2023)
- Designated Safeguarding Lead – Benedict O’Shea (Headteacher)
- Deputy Designated Safeguarding Leads – Emma Saunders (Assistant Headteacher) and Leanne Petre (HLTA)
- Members of staff responsible for managing PP/LAC funding – Benedict O’Shea (Headteacher) and Emma Saunders (Assistant Headteacher)
- Member of staff responsible for managing the school’s responsibility for meeting the medical needs of pupils - Benedict O’Shea (Headteacher)

## 4. AIMS AND OBJECTIVES

### Aims

At Crawley Ridge Infant School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school.

- We aim to work together to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all our pupils.
- We aim to unlock the potential that we believe is in every child.
- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- Ambitious educational and wider outcomes will be set for them together with parents/carers and with the child (where relevant).
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

### Objectives

- to ensure there is a clear process for identifying, assessing, planning, providing and reviewing the needs of children with SEND which puts the child and their parents/carers at the centre
- to develop effective whole school provision management of universal, targeted and specialist support for pupils with SEND



- to deliver a programme of training and support for all staff working with pupils with SEND, which develops our practice within the guidance set out in the SEND Code of Practice, September 2015

## 5. IDENTIFICATION OF NEEDS

At Crawley Ridge Infant School, we look at the needs of the whole child when identifying next steps and deciding what provision to put in place to support a child with Special Educational Needs. The Surrey “Ordinarily Available Provision” document is used to help identify the need(s) and plan appropriate provision.

There are four broad areas of need as outlined in the Code of Practice (2015). These are:

### **Communication and Interaction** *which includes:*

*Children who may struggle to say what they want to or may struggle to understand what others are saying to them. For example, those pupils with*

- *SLCN (Speech, Language and Communication Needs) or*
- *ASD (Autistic Spectrum Disorder)*

### **Cognition and Learning**

*When children learn at a slower pace than their peers, even with appropriate differentiation.*

*This includes pupils with:*

- *MLD (Moderate Learning Difficulties)*
- *SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)*
- *PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)*
- *SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)*

### **Social, Emotional and Mental Health (SEMH)**

*A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.*

- *ADD (Attention Deficit Disorder)*
- *ADHD (Attention Deficit Hyperactive Disorder)*
- *Attachment Disorder*

### **Sensory and/or physical.** *They include:*

- *Vision Impairment*
- *Hearing Impairment*
- *Multi-Sensory Impairment*



- *Physical Disability*

For more details on each of the areas outlined above see page 97/98 Code of Practice September 2015.

## **6. WHAT IS ADDITIONAL SUPPORT?**

Additional support simply means that a child needs some extra help to make progress in one or more areas of their development. This could be a short-term need, for example when a gap in learning has been identified, or it could be a more long-term need. There are a number of ways that a child can be supported, for example additional help in the classroom from the teacher or teaching assistant, resources or equipment being altered to suit a specific need, regular small group work, etc. The class teacher along with the SENCo will ensure that each child's needs are met appropriately, drawing on the range of expertise and resources available to us. Please see the "Waves of Intervention" document, which can be found on our School Website, for a more detailed list of the range of interventions and support that may be available. This list is reviewed each year by the SENCo to ensure it is kept up to date. However, changes may take place during the year.

## **7. TRANSITION SUPPORT FOR CHILDREN WITH SEND**

*Transition arrangements for children already identified as having a special educational need.*

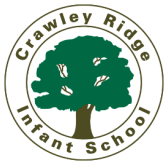
For children who are entering school from a nursery or other pre-school setting, a meeting will usually take place with the SENCo or key worker from the nursery, the SENCo (also the EYFS leader) from school and the child's parents. This enables as much information to be shared as possible allowing for a smooth transition into school life. It is at this point that current SEND information would be shared.

For children in year 2 moving to junior school a meeting is held between the child's class teacher and the year 3 teachers. When necessary, the SENCo from either school will attend to ensure all relevant information is handed over. The receiving junior school may hold a further meeting with parents if they feel it necessary.

When children move from one year group to another within Crawley Ridge Infant School, meetings are held between class teachers to hand over all information. Parents will be involved as and when appropriate. This may be a discussion with the receiving teacher, which may involve the current teacher, or teacher and parents may prefer to give the child time to settle in the new class before they meet.

## **8. A GRADUATED APPROACH TO SEN SUPPORT**

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who fail to make the



expected progress are initially identified by class teachers but may also be identified directly by the SENCo.

The progress and attainment of all pupils is reviewed and discussed with the Senior Leadership Team at half termly intervals. In addition to this, any teacher or member of staff can raise concerns about a pupil with the SENCo at any time. We involve parents/carers and where appropriate, the young person in question, as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is under achieving is high quality, adapted teaching. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments, we follow the SEND Code of Practice 2014: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs.

The four key actions are:

1. **Assess:** The class teacher and Inclusion Leader will analyse a pupil's needs before identifying a child as needing SEN support- Individual Learning Plan (ILP) and created (see Appendix 1)
2. **Plan:** Parents will be notified whenever it is decided that a pupil is to be provided with SEN support. Individual Learning Plan shared and amended if needed.
3. **Do:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
4. **Review:** The effectiveness and impact of the support will be reviewed in line with the agreed date. Individual Learning Plans are reviewed and revised with parental and pupil input.

In school we use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, Teacher Assessments, Screening Tests, RAISE online, Teaching Assistant assessments, reading/spelling phonological awareness tests; behaviour observations recorded in a diary, etc. A range of diagnostic tests are used as appropriate. Pupils who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Needs Register. Parents are always consulted before this decision is made.

The SEN Code of Practice (2015) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

## 9. MANAGING PUPILS NEEDS ON THE SEND REGISTER

Once a pupil is included on the SEND register an Individual Learning Plan is drawn up by the class teacher in consultation with the SENCo, parents/carers and the pupil, where possible. Occasional advice may be sought from external agencies to inform effective intervention. The



Individual Learning Plan allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress then advice may be sought from external agencies which may include social as well as educational services. At this stage, SEND (a Special Educational Need or Disability) may be identified. All class teachers have a summary of their responsibilities for pupils identified as having Additional and Special Educational Needs in the register file in each class. This file also contains a list of SEND pupils in the class and additional information where appropriate e.g. characteristics of dyslexia, etc. Pupil's views are gathered using Pupil Voice and they are encouraged to record using a variety of media. Reviews are held with Parents, Class teacher and SENCo, but parents are encouraged to contact the school whenever they have a concern or information to share. We have allocated support from the Specialist Teachers for Inclusive Practice (STIPS) and can also request support from the educational psychologist service, the Speech and Language Therapy and Occupational Therapy services. If we are unable to fully meet the needs of the pupil through our own internal provision and expertise we would call upon these services for support. We would need to prioritise pupils dependent on their need. We can also access support through Freemantles School for autistic pupils outreach service.

## **10. EDUCATION HEALTH AND CARE PLAN**

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health and Care Plan). An application can usually only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms. There may be exceptions to this and an application may be made earlier. On gathering all relevant advice about a pupil's progress, the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided. If a Plan is not issued there will be recommendations made and further advice sought.

## **11. CRITERIA FOR EXITING THE SEND REGISTER/RECORD**

Following termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, after removal, any child would continue to be monitored closely by the SENCo and the Class teacher at the half termly reviews. We firmly believe that the majority of children's needs, can be met within the classroom through quality first teaching and reasonable adjustments to practice.

## **12. SUPPORTING PUPILS AND FAMILIES**

The Surrey Local Offer can be found on the Surrey Council website and this will provide information on what is available in the area. Parents without internet access should contact the school for support in finding the information they require.



Further information can be found on the Surrey Local Offer website:  
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

### 13. MONITORING THE POLICY

We have a vital role and responsibility to assess and monitor, support and challenge to ensure that all children reach their full potential. This policy provides a framework around which we can work collaboratively to bring this about.

In order to be realised, the principles central to the Code of Practice are interpreted and adapted in the light of the flexibility it offers to be effective in meeting the needs of our children.

This policy is reviewed every 2 years by: The Headteacher, SENCo and Teaching Staff and the Local Academy Board.

### 14. LINKS TO OTHER POLICIES

The Special Educational Needs and Disability policy is considered alongside the Learning Policy and lies at the very heart of what we believe in and desire for all our children, that is the belief that all children, despite their starting point, can and do achieve tremendous and amazing things. Please see all school policies and read in relation to this policy.

Please also see the documents in the context section above

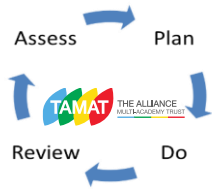
This policy can be found in the Policies section of the school website (Home > Key Information > Policies). A hard copy can be requested from the school office.

#### Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following related guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stages 1 and 2 framework document Sept 2013
- Child Protection and Safeguarding Policy
- Accessibility Plan and Disability Action Plan
- Teachers Standards 2011





## Appendix 1

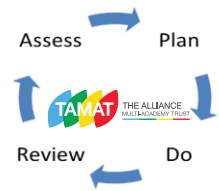
Name: [insert name here]



# INDIVIDUAL SUPPORT PLAN

[insert photo here]

<b>Name:</b>	
<b>Current Year/Class:</b>	
<b>Code of Practice area/s of need and additional info:</b>	
<b>Parent support information form? Y/N (+ date)</b>	



# Appendix 1

Name: [insert name here]



**Likes/Interests/Strengths**  
[list here]



**Challenges**  
[list here]

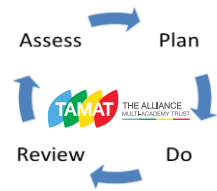


**Dislikes/Triggers**  
[list here]



**What helps me**  
[list here]

**Date completed/edited:** [insert here]

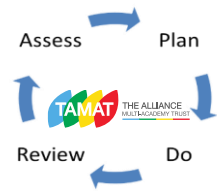


## Appendix 1

Name: [insert name here]



<i>Strategies for Success</i>			
<i>The following strategies and resources contribute to enabling success in the classroom and wider school environment. Note: there is cross-over between sections. (Strategies in place highlighted).</i>			
<b>Thinking &amp; Learning</b>	<b>Communication &amp; Language</b>	<b>Attention &amp; Focus</b>	
<ul style="list-style-type: none"> <li>• Differentiated learning activities</li> <li>• Learning broken into smaller chunks</li> <li>• Task board/Now &amp; Next board</li> <li>• Print-outs of IWB materials</li> <li>• Coloured overlays/tinted reading ruler to support visual stress</li> <li>• Increased visual aids and writing prompts</li> <li>• Word mats (topic words; HF words etc)</li> <li>• Number mats (times tables square; number bonds etc)</li> <li>• Opportunities for over-learning; re-visiting learning and rehearsing skills</li> <li>• Recordable talk pegs/buttons</li> <li>• Assistive technology for recording, e.g. typed, dictaphone function etc.</li> <li>• Dyslexia-friendly reading books</li> <li>• Repeat instructions to CT/TA/buddy to check understanding</li> <li>• Symbol card to use when help wanted</li> <li>• Differentiated spellings list</li> <li>• Peer learning buddy</li> <li>• Additional processing time</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Visual prompts around expected routines and behaviours</li> <li>• Short and simple instructions</li> <li>• Pre-teaching vocabulary sent home</li> <li>• TEACCH workstation independent activities</li> </ul>	<ul style="list-style-type: none"> <li>• Brain breaks (to manage tasks and sustain attention)</li> <li>• Timer</li> <li>• Talk Tokens</li> <li>• Desk screen</li> <li>• Individual work station when needed</li> <li>• Consideration given to seating position in class</li> <li>• Fiddle/concentration toys</li> <li>• Card template with cut out window to help focus in on certain questions/sections of the page</li> <li>• Checklists for routines/equipment</li> <li>• Opportunities to repeat instructions back to gauge understanding</li> <li>• Regular check-ins with CT/TA</li> <li>• Sensory circuits</li> </ul>	
	<b>Sensory &amp; Physical</b>		<ul style="list-style-type: none"> <li>• Adapted scissors</li> <li>• Pencil grips</li> <li>• Writing slope</li> <li>• Lines highlighted in book/use of alternate lines</li> <li>• Additional handwriting activities</li> <li>• Coloured overlays/paper</li> <li>• Specific toilet arrangement</li> <li>• Accommodations for food sensitivities</li> <li>• Stand up desk</li> <li>• Wobble cushion</li> <li>• Weighted snake</li> </ul>

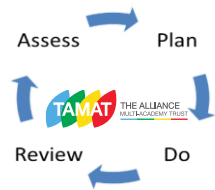


# Appendix 1

Name: [insert name here]



Social and Emotional Support		Sensory Regulation
<ul style="list-style-type: none"> <li>• My Choice/Your Choice, Now and Next boards, Choice flow charts</li> <li>• Proud book</li> <li>• Advanced warning of upcoming change</li> <li>• Social stories</li> <li>• Comic Strip Conversation cartoons</li> <li>• Zones of Regulation</li> <li>• Incredible 5-point scale</li> <li>• Home/school communication book</li> <li>• Modelling/coaching of social skills, e.g. WITS (walk away, ignore, talk it out, seek help)</li> <li>• Walk &amp; Talk with trusted adult</li> <li>• Calm plan, e.g. using Therapeutic Treasure Chest cards or Trick Box</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised reward chart/system for targeted behaviours</li> <li>• Specific carpet spaces/seating in class</li> <li>• Use of buddies</li> <li>• Modelling and coaching social skills</li> <li>• Use of social stories</li> <li>• Home/school communication book</li> <li>• Agreed 'Time out' (spaces and activities)</li> <li>• Given jobs/responsibilities in class/around school</li> <li>• Worry book/worry monster</li> <li>• Being offered choices</li> <li>• Role cards for collaborative activities, e.g. scribe, time keeper, reporter, noise monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Chew toys</li> <li>• Additional snacks</li> <li>• Headphones</li> <li>• Weighted blanket/shoulder wrap</li> <li>• Sensory box</li> <li>• Agreed time out space</li> <li>• Yoga ball</li> <li>• Theraband around chair legs</li> <li>• Wobble cushion</li> <li>• Adaptations to uniform</li> <li>• Sensory diet activities, e.g. 'heavy' work</li> <li>• Time out agreement with teacher (i.e. code word)</li> </ul>
Access Arrangements	Other	
<ul style="list-style-type: none"> <li>• Access arrangements in formal assessments: extra time rest breaks reader scribe transcribe</li> </ul>	<ul style="list-style-type: none"> <li>• [insert additional strategies here]</li> </ul>	



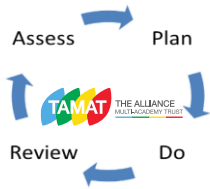
## Appendix 1

Name: [insert name here]



Assessment	A summary of data from curriculum assessment captures – WT, EXS, GD; out of year assessments used; standardised scores etc – plus additional assessment tools used.	
	Assessment/Data	Date/s
KS1 (incl. end of Y2 assessment data and phonics screening)		
Year 3		
Year 4		
Year 5		
Year 6		

Outside agencies		Sometimes advice is sought from partner agencies, or referrals made for support. (Agencies involved highlighted and dated)	
Agency	Date/s	Agency	Date/s
STIPs (Specialist Teachers for Inclusive Practice)		Freemantles Outreach	
Educational Psychology Service		Carwarden Outreach	
Speech and Language Therapy		Portesbery Outreach	
TaMHS (Targeted Mental Health Services)		School Nurse	
CAMHS (Child & Adolescent Mental Health Services)		Children's Services (including Family Support Programme)	
Occupational Therapy (Health Service)		Inclusion Officer (attendance and welfare)	
Physical & Sensory Support Service		Physiotherapy	
GP Service		Paediatrician/Hospital consultant	
Other: [insert details]			








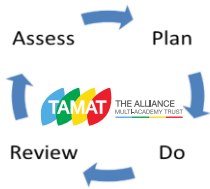
# Appendix 1

Name: [insert name here]



## ILP ROLLING RECORD

Date targets set: [insert here]		Review date: [insert here]	
<b>Target outcomes: what I want to achieve</b> 	<b>What's getting in the way</b> 	<b>Actions and provision to help me achieve this: what, who, when, how</b>  	<b>How did I do and how has it helped me?</b>  Achieved Partially achieved Not yet achieved 



# Appendix 1

Name: [insert name here]