



## **Crawley Ridge Junior School SEND information Report 2021**

All schools must now publish information on their websites about the implementation of the Local Academy Board's (LAB) policy for pupils with SEND and also make available to parents the Local Offer established by the Local Authority.

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

The information published in this document will be updated annually.

Our aim is to ensure that all the information is easily accessible to young people and parents and is set out in clear, straightforward language. Our SEND policy with named contacts within the school is also available on the school's website.

### **1. Our Provision**

#### ***Aims of our provision in regards to pupils with special educational needs and/or disability***

The aims of our SEND policy and practice in CRJS are:

- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children with Special Educational Needs (SEND) engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles of Quality First Teaching.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need identified in the Code of Practice (September 2014):
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in co-operative and productive partnership with the Local Authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **2. The Kinds of SEND that are provided for**

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at Crawley Ridge Junior School. We will undertake to use our best endeavours, in partnership

with parents, to make the provision required to meet the SEND of pupils at our school. At CRJS we make provision for children with learning difficulties, communication problems, emotional and behavioural difficulties and with physical disabilities and sensory impairment. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual need. For children with an EHCP, parents have the right to request a particular school and the Local Authority (LA) must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the LA will send the head teacher and the LAB a copy of the EHCP and then consider their comments very carefully before their final decision on placement is made. In addition, the LA must also seek the agreement of the school, where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs would be better met in specialist provision.

Prior to admission, it is the School's policy to contact parents and visit a child with an EHCP in their first school to enable successful integration into a supportive environment.

The Inclusion Leader at Crawley Ridge Junior School is **Mrs Lisa Culligan**.

**What are special educational needs (SEN) or a disability?** At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: 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 learning difficulty or disability is 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
- Having identified needs, we match provision to need, all reasonable adjustments are made and targeted interventions are planned. Where appropriate, an individualised timetable is devised to support the development of skills and understanding for the individual in all areas of the primary curriculum and in social understanding. ***Please see our Whole School Provision Map on the school website for further details.***
- All teachers are teachers of inclusion and special educational needs and are becoming proficient at providing appropriate experiences for the range of learners within their classes.

### 3. Identification of Special Educational Needs

***“Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)”***

- We have rigorous monitoring in place that tracks the progress our pupils make in core areas of the curriculum.
- Pupils needing extra support are identified through thorough baseline assessments, analysis of school data, careful transition and handover meetings, as well as from meetings with parents who are raising concerns about their child. This can be on entrance into school or at any point thereafter. Our staff is also vigilant at supporting and raising any concerns.
- At pupil progress meetings, we use data and other forms of assessment to identify additional needs as well as to celebrate achievement.
- Parents/carers are always encouraged to speak first to the class teacher about any concerns they have. The class teacher then consults with the Inclusion Leader (Lisa Culligan) and a decision is made on the next steps. In consultation with parents, targets for SEND pupils are set which will be worked on over the course of an agreed period and a date for reviewing progress towards these targets is set. Individual SEND targets are recorded on an Individual Learning Plan, a working document that is tailored to individual needs and acts as a record of support and interventions that a pupil receives over the course of their time at the school.
- Parents can make an appointment to speak to Mrs Culligan about SEN by contacting the school office.

**What should a parent do if he/she thinks their child may have special educational needs?**

- A parent who has a concern about their child must, in the first instance, discuss these concerns with their child’s class teacher. This then may result in a referral to the school Inclusion Leader. An appointment to meet with Mrs Culligan can be made through the school office. Parents may also contact the Headteacher, Mrs Knight if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### 4. Consultation with Parents and Pupils

***“Arrangements for consulting parents of children with SEND and involving them in their education” and “arrangements for consulting young people with SEND and involving them in their education”***

- We regularly share progress feedback with all our learners and their families. This includes informing families of next steps and what they can do to help/support their child’s learning.

- We regularly involve parents and families in discussions about their child's learning. We welcome feedback. Home school liaison books are often used to communicate on a regular basis.
- We believe in collaborating with parents in a two-way dialogue to support a child/young person's learning, needs and aspirations.
- We operate an open-door policy. We take every opportunity to strengthen this dialogue.
- Parents are invited to contribute through a number of means, such as attending trips and supporting other children in the school.
- Our Local Academy Board includes Parent Governors/representatives.
- SEND targets are SMART and are reviewed and updated termly and shared with parents/carers.
- The teaching staff, supported by the Inclusion Leader, develop Individual Learning Plans for SEND pupils. These plans contain the SEND targets set, as well background information about the pupil so that all those working with the child, as well as their parents/ carers, have a clear understanding of their learning needs and the provision in place to support them.
- We have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school.
- Team Around the Family meetings are arranged to support pupils (and their families) with complex needs.
- We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website.
- Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.
- Working with the child, their families and other staff, the Inclusion Leader considers a variety of options for suitable provision before deciding on a course of action.
- The Inclusion Leader supports all staff in delivering Quality First inclusive practice (wave 1 teaching). Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.
- All interventions are monitored for impact (through ongoing formative assessment as well as summative assessments); outcomes are defined at the start of any intervention and targets regularly reviewed. Learning and Language Support (LLS) and Behaviour Support (BS) services sometimes support these interventions.
- The Inclusion Leader oversees all additional support. The SEND Governor is given an overview of the interventions provided.
- One-page profiles are produced in consultation with SEND pupils as part of an Individual Learning Plan so that teaching staff have a clear overview of the whole child. We believe that it is important to have the views of the child/ young person so that they feel involved in their own learning.

## 5. Reviewing Progress

***“Arrangements for assessing and reviewing children and young people’s progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review”***

- We regularly share progress feedback with all our learners and their families. As part of the assess, plan, do and review cycle, we generate actions that are needed to support the pupil. These actions must be agreed by everyone involved in the learning of the pupil and include the child/ young person themselves. Families will then understand the next steps for their child and how best they can help/support their child’s learning.
- SEND targets are SMART and are reviewed and updated termly and shared with parents/ carers. Individual SEND targets are recorded on the Individual Learning Plan
- We have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school.
- The teaching staff, supported by the Inclusion Leader, develop Individual Learning Plans for SEND pupils. These plans contain the SEND targets set as well background information about the pupil so that all those working with the child, as well as their parents/ carers, have a clear understanding of their learning needs and the provision in place to support them.
- Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

## 6. Transition Programmes

***“Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood”***

- Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work successfully with our partner schools, arranging extra visits (accompanied by members of our staff) to secondary schools for vulnerable pupils as well ensuring their attendance at transition sessions that are run by individual secondary schools.
- The Year 3 team leader, teachers and Inclusion Leader make visits to our feeder infant schools and extra transition visits are arranged where necessary for SEND pupils. Special arrangements are also made for vulnerable pupils so that their transition into our school is successful.
- We hold meetings with staff at our local secondary schools and key members of Y7 staff visit our school in preparation for pupil transfer.
- Parents of SEND pupils in Y6 are invited in to discuss the next stage of development for their son/ daughter. While the pupil is still in Y5 parents are advised to take an active part in preparing for the next stage of their son/daughter’s education by visiting schools that they feel may be appropriate for their child’s secondary education. In this way, they can become familiar with the SEND departments of these schools and then make informed choices when applying for secondary placement.

- Depending on the level of need of the pupil, the educational psychology service may also be a source of support to parents when selecting a secondary placement. Each year a careful transition meeting is also held between year groups to ensure the smooth transfer from one year group to the next and specific transition strategies put in place for SEND or vulnerable pupils. This will involve these pupils making extra visits to their new classrooms and familiarising themselves with the new environment they will be working in. The completion of an Individual Learning Plan for SEN pupils will further support this process, as these plans will give a clear outline of needs, aspirations and strategies that have worked successfully for the child.

## **7. Teaching and Learning**

### ***“The approach to teaching children and young people with SEN” and “how adaptations are made to the curriculum and the learning environment of children and young people with SEN”***

- Having identified needs, we match provision to need, all reasonable adjustments are made and targeted interventions planned. We adopt a graduated approach to meeting needs: through Quality First teaching, our staff make reasonable adjustments to help include all children not just those with SEND. Where appropriate, an individualised timetable is devised to support the development of skills and understanding for the individual in all areas of the primary curriculum and in social understanding.
- All teachers are teachers of inclusion and special educational needs and are becoming proficient at providing appropriate experiences for the range of learners within their classes.
- Termly year group meetings establish appropriate interventions for individuals or groups of pupils as well as ensuring clear communication between all staff involved with that child. We monitor the impact of interventions through regular meetings and tracking of pupil progress.

## **8. How adaptations are made to the curriculum and the learning environment of children and young people with SEND.**

- Differentiation and variation are embedded in our curriculum and practice. Reasonable adjustments are made to teaching approaches in order to support all learners. Staff differentiate approaches and resources so as to support access to the curriculum
- All our teachers are clear on the expectations of Quality First Teaching provision and the leadership team and curriculum leaders monitor this regularly.
- Depending on the needs of each pupil, an individualised timetable is devised to support the development of skills in all areas for every child.
- Our Accessibility Plan has also been updated by the SLT.
- We value and respect diversity in our setting and do our very best to meet the needs of all our learners.
- The site is not fully wheelchair accessible due to its position and its design on a split-level site.

The school has not been updated to meet the particular needs of children with auditory and visual impairments. Members of staff have, however, been trained to support pupils with hearing impairment.

## **9. Staff Expertise**

***“The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured”***

- Many of our staff have developed skills enabling them to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.
- Our staff receives regular training and our teachers all hold qualified teacher status.
- We have a number of established relationships with professionals in health and social care, i.e. speech and language therapists, occupational therapists, physical and sensory advisory service, CAMHS and REMA and travellers service.
- All external partners we work with are vetted in terms of safeguarding.
- We work closely with Learning and Language Support, Behaviour Support and the Educational Psychology service. All interventions led by these services involve parents and are monitored and evaluated.
- Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.
- We also access outreach services from Freemantle’s School and Carwarden House School for parents and staff.
- Our Inclusion Leader is a qualified teacher and has been in post since September 2006.
- We invest time and money in training our staff to improve Wave 1 provision delivery, particularly in maths and English; developing enhanced skills & knowledge in our TA workforce to improve the delivery of Wave 2 and 3 interventions.
- A number of TAs have received training to develop skills in working with autistic pupils and pupils who have SLCN (Speech, language and Communication Needs) or behavioural needs. One TA has completed ELKAN training and 2 more TAs are to receive training in the Literacy For All intervention in the Autumn Term, 2021.
- Three of our TA team are trained as ELSAs (emotional literacy support assistants) and work with individuals or groups of children across the school. Our ELSA’s have received training in Attachment Disorder and one has been trained (along with the Inclusion Leader) in Emotion Coaching
- Our staff is regularly updated at staff meetings on matters pertaining to special educational needs and disability.

Recent training has helped to develop understanding and improve provision for pupils with Dyslexia, ADHD (Attention Deficit and Hyperactivity Disorder) and ODD (Oppositional Defiance Disorder). Training has included further input on understanding and dealing with challenging behaviour, supporting pupils with Attachment Disorder and on the use of Positive Touch techniques. All teachers and some TAs have been trained in the use of Emotion Coaching to support pupils in managing their behaviour.

## **10. Monitoring**

***“Evaluating the effectiveness of the provision made for children and young people with SEND”***

- Budgets are closely monitored and aligned to the school improvement plan of the school.
  - Provision mapping is used to ensure that the SEND budget targets those pupils with greatest need. Provision mapping also supports the school in being able to evaluate if provision is effective and whether interventions have been cost effective.
  - We review the needs of the SEND children within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.
  - The Inclusion Leader carries out learning walks and book scrutinies, which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.
  - Progress data is also used to assess the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective in terms of both the time spent on them and the finance used in providing the intervention.
  - Each year we review the needs of the whole cohort to see if there is a change in the overall SEND make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.
- Pupil premium children and those on free school meals are monitored to ensure they have access to additional resources (if they are SEND) that will support the narrowing of the gap in their learning.

**11. Inclusion**

***“How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND”***

- Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
  - All children are encouraged to participate in after school activities as well as in all aspects of school life.
  - Integral to our ethos is learning through first-hand experience and this is made accessible to all children. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Risk assessments are carried out and where appropriate care plans are put in place so that pupils with SEND can access these educational experiences.
- Pastoral support and response plans are also drawn up for vulnerable pupils or those with behaviour management issues.



## 12. Social and Emotional Development

***“Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying”***

- All staff provide a high standard of pastoral support.
- Lunchtime ELSA drop-in clinics and social skills groups are in place to support pupils with emotional and social needs.
- The school is developing the Outdoor Play and Learning (OPAL) Programme in our approach to free play at lunchtimes. The aim is to make lunchtime play completely inclusive and to improve the quality of play through a structured and strategic approach. This enables all children, including those with ASD and SEMH difficulties, to be able to initiate and manage their play experiences and to have confidence to take risks when appropriate and necessary
- Teachers highlight vulnerable children for these groups through regular monitoring of their behaviour and emotional well-being.
- Three of our TA team are trained as ELSAs (emotional literacy support assistants)
- Relevant staff members are trained to support medical needs. We have a medical policy in place and our Inclusion Leader develops care plans for pupils with medical or physical needs. These care plans are communicated to all relevant members of staff and copies of care plans are taken on any school trips. The staff knows that they are responsible for following the care plans in and outside school.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. Additional behaviour charts are set up for particularly vulnerable children where teachers, parents and children are able to monitor behaviour and make comments on progress. Vulnerable pupils are also flagged up to all staff and monitored on the playground.
- We have adopted a restorative approach to bullying in the school, which addresses the causes of bullying as well as dealing with negative behaviours.
- Our PSHE programme also looks to develop emotional and social development.
- Every child can talk to their class teacher to share any concerns.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- Learner voice is central to our ethos and this is encouraged in a variety of ways and regularly, i.e. Pupil Parliament, consisting of Eco, Learning and Well-Being Councils.
- In the academic year 2020-21, we are going to adopt the Outdoor Play and Learning (OPAL) Programmed. This play project will enable the school to radically improve the structure of lunchtime play so that pupils become more resilient and adaptable in their independent play. The aim is to improve the play experience for all children but particularly to increase the independence of those pupils with social and communication difficulties.

## 13. External Agency Support

***“How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families”***

- Many of our members of staff have developed skills enabling them to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.
- Our staff receives regular training and our teachers all hold qualified teacher status.
- We have a number of established relationships with professionals in health and social care, i.e. speech and language therapists, occupational therapists, physical and sensory advisory service, CAMHS and REMA and travellers service.
- All external partners we work with are vetted in terms of safeguarding.
- We work closely with Learning and Language Support, Behaviour Support and the Educational Psychology service.
- All interventions led by these services involve parents and are monitored and evaluated. We also access outreach services from Carwarden House and Freemantles for parents and staff.

#### **14. Complaints**

##### ***“Arrangements for handling complaints from parents of children with SEND about the provision made at the school”***

- In the first instance, parents/carers are encouraged to talk to their child’s class teacher.
- If the matter cannot be resolved at this stage, then the Inclusion Leader may become involved and a meeting convened to discuss the nature of the complaint and look for a resolution to the issue.
- Further information and support can be obtained from the school’s Inclusion Leader (Mrs Lisa Culligan) and the head teacher (Mrs Sue Knight).
- A copy of the school’s complaints procedure can be found on the school website. The complaints procedure outlines the formal steps the school will take in handling each complaint.
- Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.

#### **15. Surrey Local Offer**

In accordance with the requirements of the SEND Code of Practice (2015), Surrey County Council has developed a Local Offer website which contains information about services relating to special educational needs and disabilities. The website has a search function and a comprehensive information section including their toolkits, templates, forms and guidance documentation. The website address is:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>.

#### **15 - References and Links**

Equality Act (2010)

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)

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