



SPECIAL EDUCATIONAL NEEDS POLICY

We educate for life in all its fullness. At Crosby Ravensworth this means:

- A close, cohesive family atmosphere where children are inquisitive, confident in the natural environment to which they are connected and supported as they learn resilience through challenge.
- Widened opportunities for children, alongside adults, to flourish. Cultural capital is prized and we prepare our children for a world of diversity.
- Richness and ambition throughout our academic, creative, sporting, social and spiritual ventures.

Compassion † Community † Courage

I have come in order that you might have life; life in all its fullness.

John 10.10

PREPARED BY: SENCo: Ms. Heather Lowthian (NASC) October 2025

RATIFIED BY: Full governing board November 2025

NEXT REVIEW BY: SENCo - October 2026

VERSION CONTROL		
Version Number:	Date:	Principal amendments
Version 1 (new numbering series)	November 2019	This policy was reviewed at a meeting with Susan, Jane and Kate as well as Neil from the governors
Version 2	December 2019	Policy front page and Version Control added by Clerk
Ratification of V2:	6 December 2019 7 December 2019 9 December 2019	DP: I recommend its adoption NH: Yes, I was quite content with it JW: I am happy with it AW: Consider it ratified LL: Yes, Duncan, I approve of the SEND policy SF: I have read it and am happy to ratify it DMcC: I wasn't sure what the accessibility plan referred to. Is that the intake into the school? (Accessibility plan then circulated by DP.) A very thorough coverage of the subject and very informative too. I'm happy to approve TC: Now the process has Chloe's seal of approval I can confirm that I am happy with this LW: I am happy to adopt this policy. Well done Heather for drafting it.
Version 3	19 May 2021	Change to use whole school matrix and the start of a separate SEND register. Updated front page; dates, etc .
Version 4	September 2022	No changes. SENCO confirmed that it is "fit for purpose" and a full review will take place January 2023.
Version 5	January 2023	Full review. The next policy will include information about the school's SEND report.
Version 6	October 2024	Full review by HL (SENCo) and addition of Appendix II on recording SEND pupils on the school Matrix
Version 7	October 2025	Full review by HL (SENCo) and addition of section on 'Storing & Managing Information'.

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

AIMS

Our overarching aim is to raise the aspirations of and expectations for all pupils with SEND. We aim to create an atmosphere of encouragement, acceptance, respect and sensitivity to individual needs, in which all pupils can thrive. We hope to achieve this by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- raising a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum for all pupils
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- all staff to assist in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in the monitoring and reviewing process

OBJECTIVES

- provide for pupils who have identified special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice, 2014
- operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- provide a qualified Special Educational Needs Co-ordinator(SENCo)
- to provide support and advice for all staff working with special educational needs pupils

TYPES OF SEND

SEND is divided into 4 types:

Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

IDENTIFICATION, ASSESSMENT AND REVIEW

The Statutory Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school’s usual differentiated curriculum and strategies.

IMPLEMENTATION

A Graduated Approach to SEND Support

At Crosby Ravensworth C of E (A) Primary School, we adopt a “high quality teaching” approach. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants 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 high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

EVALUATION

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- OFSTED inspection
- Meetings of parents and staff, both formal and informal
- Annual autumn report to governors on SEND activity in the previous school year.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND
- take a strategic view of the head's allocation of funds from the school's budget, to meet the needs of pupils with SEND.

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole
- allocation of the school's budget to support children with SEND

The **special educational needs co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.

- Directly liaising with parents of children with SEND

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing tasks to help pupils achieve their targets and the monitoring progress.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored in their 'Pupil files' on One drive or in the locked filing cabinet in the office. They will be available to all staff at all times but not parents or other pupils. SEND records will be passed on to a child's next setting when he or she leaves the school either in-person or via secure email such as Egress. The school has a Confidentiality policy which applies to all pupil records.

ACCESSIBILITY

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. The school's Accessibility Plan forms part of our Equality Policy, which can be found on the school website.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Behaviour and Exclusion policy
- Complaints procedure
- Data Protection policy
- Equality Plan and Procedure
- Managing Medical Conditions in School policy
- Statement of behaviour principles
- Whole school behaviour policy
- Staff code of conduct policy
- Intimate care & toileting procedures policy
- TA Provision Map timetable
- Pupil Provision Map Overview and instructions for use

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis in the autumn.

APPENDIX I

POLICY INTO PRACTICE

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers make regular assessments of progress for all pupils. These may help to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, the school takes action to remove barriers to learning and puts effective special educational provision in place. This SEND support takes the form of a four-part cycle (graduated response) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCo, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The school takes seriously any concerns raised by a parent. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo will contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness,

and will be provided by staff with sufficient skills and knowledge. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

MANAGING PUPILS' NEEDS ON THE SEND REGISTER

- A termly plan is written for every child on the SEND register at the start of the term by the class teacher/SENDCo stating details of the SEN, desired outcomes, teaching strategies, responsibilities of parent, pupil and school and the involvement of specialists. Pupil and parent views will be recorded. The plan is reviewed at the end of each term.
- Class teachers and Teaching Assistants are responsible for evidencing progress towards targets. These are then shared with everyone involved with the child through phone calls, meetings or via email. Parents and pupils will be involved in the reviewing process and the setting of new targets. This happens at least 3 times a year. For pupils with Education, Health & Care Plans, annual review meetings and transition meetings have to be held in addition to this. Children who have an Early Help may also have termly Team around the Family meetings (TAFs).
- The SENCo reviews all records provided by class teachers/teaching assistants to ensure that the support being provided is appropriate and the pupil's targets were appropriate and being met.
- A TA timetable is produced for all pupils, including those on the SEND register where interventions are delivered outside of the classroom. This can be found on 'One Drive', 'SEN', Year, Term. This is created termly.
- An Overview Provision Map details the needs of all the pupils in the school and their progress. This document is accompanied by a document that clearly states how to record in the overview. These documents can be found on One Drive;

'SEN'. The learning journey of a child prior to being identified as having SEND can be seen here.

- A separate register of pupils with SEND is kept by the SENDCo. This can be found on 'One drive', 'SEN'.
- Parents' evening appointments for children on the SEND register are longer than for other pupils to allow for more in-depth discussions.

There are three levels of support for pupils with SEND:

Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

Targeted level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding.

Specialist or personalised level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

Specialist Support

The school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education Health Care Plan needs assessment.

CRITERIA FOR EXITING THE SEND REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's

needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The 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 special educational needs (SEND) and may have a statement, or Education, Health and Care (EHCP) 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. The school has a policy for Supporting Pupils at School with Medical Conditions, which can found on the school website.

TRAINING AND RESOURCES

In order 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. SEND systems are explained to all new staff and staff training needs will be discussed at this stage and whenever a need arises. The school's SENCo regularly attends local networking meetings in order to keep up to date with local and national updates in SEND.

APPENDIX II

Recording SEND on the pupil Matrix

GENERAL PRINCIPLES

- The matrix should name every pupil in school.
- It should be reviewed by class teachers every half term - NOT TAs or the SENCo.
- The matrix should state any needs that children have.
- Short term targets for pupils not on the SEND register may be recorded on here and the progress made towards them.

FIRST HALF TERM

(first week)

- Add to and edit for all pupils.
- Add target(s) for any identified intervention involving either the TA or an agency where apt.
- Ensure any intervention you identify is coloured red AND CORRESPONDS WITH TA PROVISION MAPPING which is drawn up by the HT.
- Ensure the TA is provided with an appropriate measurable task to give to children at the start and end of the intervention period.
- Ensure parents are aware that the child works with the TA and share the target(s) immediately by email. This is class teacher's responsibility.

- Save by naming file and locating in correct (a) folder on staff drive. (Staff/SEN/appropriate school year).
- There should only be one review matrix document file in each half term folder.

(last week)

- If short term targets were set, review and record outcomes in column 'I' and save updates.
- Any re-setting of short-term targets should be recorded in 'Second Half Term' grid - NOT ON THE FIRST HALF TERM GRID.
- To show the journey of the whole term, please ensure old targets are not deleted when re-setting.

SECOND HALF TERM

(first week)

- Check all details of intervention are still accurate for each child in class, making any amendments.

(last week)

- Review target outcome(s) at end of this half term by repeating measurable task. This may be with numerical score or comment as apt.
- You may give reference to outcomes that are recorded in another file.
- Save by renaming file and locating in correct (b) folder on staff drive.

TEACHING ASSISTANT DOCUMENTATION OF RECORDS

The TA/s will keep a hard file containing:

- Provision mapping for the term
- Print out of SEN Matrix (first and second half terms)
- Start and end measurable task outcomes for each pupil

A separate ring-binder folder will be kept for each term of the school year.

- Records will be kept for two years.
- There will be no more than 6 folders in school at one time.
- This will provide evidence should a referral be required.

Appendix written by D Priestley (HT)

Drafted by D Priestley & H Lowthian (SENDSCO) 25/11/2020

Most recent review by H Lowthian (SENDSCO) October 2025