

SEN Policy and Information Report

Crowlees CE (C) J & I School



Approved by:	Mrs K Woods (Headteacher) Governing Body	Date: February 2020
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Next review due by:	February 2021	
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We at Crowlees C.E.(C) J & I School, aim to provide a fully inclusive environment where all children are valued and offered the best education possible, regardless of race, age, gender, disability or ability.

We uphold the view that all children are special and have different needs and should be involved in any decisions that are made in terms of their education. We aim to provide for these needs effectively, as a natural part of the planned life in the school, by offering a broad and well balanced curriculum, that meets every child's needs. Every teacher is a teacher of children with Special Educational Needs. All children are entitled to equal and appropriate access to the new National Curriculum 2014.

We believe that partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LA's and other agencies, which is important in enabling children with SEN to achieve their potential by being included in all aspects of school life.

At Crowlees School, children are treated as individuals and are allowed to progress at their own level, in a stimulating environment to develop to their maximum potential.

We aim for our school to be "a place where all children are allowed to succeed in a safe, caring environment."

In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with the SENCO –Miss Everson, Senior Leadership Team; Governing Body (SEN Governor Mrs Corcoran), parents and families.

Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)

4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified, experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss C Everson. She can be contacted on the school telephone number 01924 494970 or by email to the School Office (for the attention of the SENCO) - office.crowlees@kirkleeseducation.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor is Mrs R Corcoran, who can be contacted on the school telephone number 01924 494970 or by email to the School Office (for the attention of the SEN GOVERNOR) - office.crowlees@kirkleeseducation.uk

She will:

- Meet with the SENCO termly and monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Help to raise awareness of SEN issues at governing board meetings
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, speech and language difficulties
- **Cognition and learning**, for example: support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); Specific learning difficulties- such as dyslexia, dyspraxia, dyscalculia.
- **Social, emotional and mental health difficulties**, for example: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs**, for example: Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The class teacher will consult the SENCO in order to decide whether additional and/or different provision or further assessment is necessary.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Other factors which may impact on progress and attainment (but are NOT NECESSARILY SEN) are:

– disability, attendance and punctuality, health and welfare, EAL, receipt of Pupil Premium grant, or being a Looked After Child.

Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching; requiring support which is 'additional to' and 'different from' their peers.

High quality teaching (also known as 'Quality First Teaching') which is differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. We are committed to the belief that additional intervention and support cannot compensate for a lack of good quality teaching. We therefore regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The child is recorded by the school as being under observation (Monitoring List) due to concern by parent or teacher but this does not automatically place the child on the school's SEN Register. Any concerns will be discussed with parents informally or during parents' evenings.

Parents' evenings are used to monitor and assess the progress being made by children.

A Graduated, Whole School Approach to SEN Support

Class teachers are accountable for the progress and development of the children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register to meet their additional needs.

We adopt a personalised approach to ensure that we meet the needs of every child/young person on SEN Support. In accordance with LA Guidance (Children & Young People with SEN; Guidance – School Based

Support), if a child/young person's needs are more complex, we will use a Learning Plan/ My Support Plan or Pupil Passport to record information such as; outcomes, provision, resource and strategies in place.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Targets and ways forward will be discussed with parents and kept in the pupil's file. Parents will be informed if it is decided that a pupil will receive SEN support.

Regular meetings between the class teacher and parent (and pupil where appropriate) will take place to ensure that their needs are met. The SENCO will be involved in these meetings, through either attending the meetings with the parents, or via discussions with the class teacher prior to, or following on from the meeting.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

This ongoing cycle enables the provision to be refined and revised as the understanding of the needs of the pupil grows. It enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. When a child is placed on the school's SEN Support Register, staff, SENCO and parents work together in setting appropriate targets/provision within the school for the child. Provision will include a differentiated curriculum and, where appropriate, a Learning plan or a 'My Support Plan'. The Learning Plan or 'My Support Plan' is a planning, reviewing and assessment tool. It should underpin the process of planning intervention for the individual pupil with the SEN. It should have SMART targets for the pupils and should detail:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put into place
- When the plan is to be reviewed
- Success and/or exit criteria

Intervention

The SENCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments the actions might be:

- Provision of alternative learning materials/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Deployment of an adult to work with the pupil
- Access to LA support services for advice on strategies, equipment, or staff training

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

These assessments/ targets will be reviewed at least termly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

SEN Specialist Support

If the child doesn't make sufficient progress, the teacher, in consultation with the SENCO, will talk to parents about asking for further advice from outside agencies. Professionals will work together to develop further the 'My Support Plan'. It will be discussed with the parent and the child (as appropriate) and will be reviewed at least termly.

Statutory Assessment / Referral for an Education, Health and Care Plan

If the school is unable to fully meet the needs of a child or the child is giving significant cause for concern, or has lifelong or more significant difficulties, then a Statutory Assessment can be requested. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care (if appropriate)
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

They will usually only be issued if it is decided that all the special help the child needs cannot be provided within the school's resources. These resources could include money, staff time, specialist equipment etc

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set
- Of shorter term
- Established through parent/pupil consultation
- Set out in a 'My Support Plan'
- Implemented in the classroom
- Delivered by the class teacher with the appropriate additional support where specified

These will be reviewed annually with:

- The child's parents
- The child (if appropriate)
- The relevant teacher
- The SENCO
- A representative from the LA (if appropriate)
- Any other external agency person considered appropriate

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition between classes/ Key Stages within school – in the term prior to the child moving into another class/ Key Stage within the school, the SENCO and Class Teachers (current and next) will discuss the child's progress throughout the year, and will share information about what works well/ doesn't work for them. This will usually be presented in the form of a Learning Plan, My Support Plan or Pupil Passport. Parental input into these discussions are important, and any questions that the parents or pupil have around transition are discussed in advance of any changes (wherever possible).

When a child identified with SEN is due to transfer to another setting - the SENCO works with parents and teachers to ensure a smooth transition. Appropriate information is shared, we will agree with parents and pupils which information will be shared as part of this.

All pupils will be offered a transition visit to their new setting. Sometimes, pupils with SEND require additional visits. These are arranged, in co-operation with both settings – tailored to the pupil's individual needs.

When a child with special educational needs leaves the school to attend another school, relevant records are passed on and staff visits made, if necessary. With regard to transition liaison, the SENCO of the receiving school may meet with the school SENCO to discuss provision for pupils with special educational needs.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We provide several interventions throughout school, including:

- Nessy – Reading & Spelling
- Dynamo Maths
- Precision teaching
- Phonics group
- Motor Skills group
- Speech and Language
- Handwriting
- Number group
- Formal calculations group
- Writing group
- Additional reading sessions
- 60 Second Reading comprehension group
- SULPs

- Meet & Greet sessions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, staffing and teaching styles.
- Using recommended aids, such as iPads, laptops, coloured overlays, visual timetables, larger font, appropriate choices of texts and topics to suit the learner;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access arrangements for tests and or examinations;

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

The Accessibility Plan can be found on the school website.

Parents/carers can discuss their child's specific needs by contact key staff (Class Teacher/ SENCO/ Headteacher) by telephone 01924 494970 or by making an appointment to discuss this in person.

5.8 Additional support for learning

All of our teaching assistants deliver interventions or small group support such as Speech and Language programmes, Nessy, Dynamo, Precision Teaching, Word Blaze, Motor skills movement group.

Some small group interventions are run by teachers, such as writing and reading groups/ 1:1 support.

The SENCO ensures that all support staff are confident in delivering these interventions through support staff training.

Teaching assistants will support pupils on a 1:1 basis when directed by the class teacher for specific learning tasks. Or if the child's EHCP/ My Support Plan states that they need 1:1 support in order to access the curriculum.

Teaching assistants will support pupils in small groups when directed by the teacher.

Specialist support may be put in place, depending on individual needs and in consultation with parents. We work with the following agencies to provide support for pupils with SEN: Educational Psychology; CHEWS; CAMHS; sensory service for hearing or visual impairment; speech, language and communication support; occupational therapy support; physiotherapy support; school nurse and links with specialist provision establishments.

5.9 Expertise and training of staff

Our Special Needs Coordinator (SENCO) is Miss C Everson (School Contact Telephone Number 01924 494970) She does not hold the National Award for SEN (NASENCo award), but has over 15 years of SENCO experience. The SENCO will be completing the SENDCO Advanced Certificate in June 2020.

The SENCO is a member of the Middle Leadership Team and regularly reports to the Senior Leadership Team.

The school's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND. The SENCO meets termly with other SENCOs within the Mirfield cluster of schools at an Additional Needs Partnership (ANP) meeting, which is facilitated by an Educational Psychologist. In March 2019 the SENCO attended training, 'THE NEW OFSTED FRAMEWORK AND THE SENDCO'

The SENCO is allocated 2 days a week to manage SEN provision.

The school employs 18 support staff (15.1 FTE). They carry out a range of roles across the school: classroom support; 1:1 SEN support and admin support. They are line managed by the Deputy Headteacher. They work closely with the class teachers who oversee their work and plan with them.

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified through a staff audit, conducted by the Deputy Head teacher & SENCO. From this, a programme of professional development is in place, and all staff are encouraged to access this e.g. Team Teach training, Autism awareness, Asthma training etc.

In the last academic year, 7 teachers and 6 support staff have been trained in Level 1 Team Teach. All teachers and support staff received de-escalation training and holistic approaches to positive behavior management.

5.10 Securing equipment and facilities

Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPL)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by top up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil.

High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Documentation

All documents relating to children and young people on the SEN Register are stored in a locked cupboard. The school policy for Confidentiality can be found on the school website (see hyperlink on the school website).

Information collected about a child's special educational needs will be kept and is always confidential. It will only be communicated to involved persons with the knowledge and agreement of the child's parents, Headteacher or the SENCO.

- Each SEN child has their documentation in a file kept by the class teacher and a copy is kept by the SENCO. The file will contain previous IEP's, current 'My Support Plans' and advice/reports from any reviews and Outside Agencies.
- The class SEN file will be kept up to date, then passed on to the next teacher. These files are monitored by the SENCO.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term or earlier, if necessary
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s) to Little Deer Wood (Year 4), Robinwood (Year 5) & Cliffe House (Year 6) .

All pupils are encouraged to take part in sports day/school plays/special theme days, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How our policy complies with Section 69 of the Children and Families Act 2014:

Admissions - All children are admitted to the school in accordance with Kirklees Local Authority Admissions Policy. No pupil will be denied entry to the school because of his/her special educational needs or disability, unless the Governors and Head Teacher are unable to be confident of making effective provision to suit the needs of the individual, which is compatible with the efficient education of other children and with the efficient use of resources, and, where a child has an Education, Health and Care Plan (EHCP), the school is named.

Equality - In accordance with the Equality Act (2010), and the school's Single Equalities Policy, Crowlees CE (C) J & I School believes that all pupils should be treated with dignity and respect at all times. We aim to create a culture of social inclusion and community cohesion in which all those connected to the school are treated with fairness and feel proud of their identity and able to participate fully in school life. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals.

Crowlees CE (C) J & I School is committed to ensuring that every child receives access to high quality opportunities, regardless of ability or disability, gender, sexual orientation, race, age, socio-economic background, home circumstances, care status, belief or religion. Crowlees CE (C) J & I School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between disabled and nondisabled children and promoting positive action. We recognise that treating pupils equally does not necessarily involve treating them all the same but means tackling barriers, which could lead to unequal outcomes.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The action plan will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new plan for the following period.

The full Accessibility Plan can be found on the school website.

5.13 Support for improving emotional and social development

At Crowlees CE (C) J & I School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEN. We do this by:

Educating children about:

- What constitutes “bullying”
- How to maintain and develop positive relationships.
- Strategies for getting on and falling out with their friends.
- Who to talk to when they are worried.

Supporting pupils with their Social, Emotional, Mental Health

A trained Child Counsellor works in school 2 days per week, supporting pupils; this is done on a one to one basis, or in small groups, or during Circle Time sessions (whole or part of the class). Teachers can refer pupils to the School Counsellor as the need arises. The School Counsellor works closely with the class teacher, SENCO and parents, to ensure that the pupils are supported appropriately. Sessions may be weekly, bi-weekly, or as the need arises – depending on the needs of the child.

Pupils are well supported by :

- Children are educated through assemblies
- An anti-bullying policy, and positive behaviour policy.
- Programmes to support social emotional and mental health such as anger management, self-esteem building etc - as and when appropriate.
- Visitors into school (e.g. Police, NSPCC)
- Targeted support for individual pupils (bereavement, family issues, friendship/peer group issues)
- Circle time – timetabled and delivered by trained member of staff
- School Council
- Pupil Voice – questionnaires, worry boxes
- Positive, trusting relationships built with at least one adult in school – and maintaining good relationships with their class teachers and other adults in school.

- PSHCE curriculum

For further information, please see the school's

- Behaviour Policy
- Safeguarding Policy
- Bullying
- PSHCE policy

5.14 Working with other agencies

Support Services will be contacted upon identification of individual child need.

- Sensory impairment service (Vision & hearing impairment)
- Speech and Language Therapy Services
- CAMHS/ CHEWS – Child Adolescent Mental Health Service/ Children's Emotional Wellbeing Service
- PPRS – Primary Pupil Referral Service
- SLCN outreach – Speech, Language & Communication Needs
- Nursing service
- Psychological service
- ESW service
- KIAS – Kirklees Information Advice and Support Service (Previously known as Parent partnership)
- Family Support Service
- Targeted Youth Support
- Charities: Candlelighters, Downs and Special Friends, ESCAYP

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Class Teacher, SENCO or Headteacher in the first instance. We always strive to work with parents to ensure that they are satisfied with the level of provision and quality of teaching at Crowlees CE (C) J & I School.

They will then be referred to the school's complaints procedure (on school website)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

KIAS (formerly known as Parent Partnership Service) is a statutory, free, impartial and confidential service, working with Parents/Carers, Children and Young People.

The service offers information, advice and support relating to a child or young person's Special Educational Needs and/or disability and is available to anybody living within the Kirklees area.

Parents and Young People can self-refer via telephone, email or through the contact us page on the website – however a Professional can also refer with your consent.

Telephone : 0300 330 1504

Website: www.kias.org.uk/contact-us

Email: samantha.griffiths@kias.org.uk

PCAN – Parents of Children with Additional Needs Making a Difference in Kirklees

An independent, parent-led forum in Kirklees for all parents and carers of children and young people with additional needs aged from birth to 25 years.

“You are in the right place to find lots of good information, links to social media for networking with other parents, and to help us to develop a strong, collective voice so that we can work in partnership with service providers across Kirklees. Together we can improve services for our children and young people with additional needs!”

We welcome all parents or carers, whether you are just beginning to become aware that your child or young person may have additional needs, or if they have confirmed diagnosis or disability.”

Email: info@pcankirklees.org

Telephone: 07754 102336

Address: PCAN, Suite 230, 6 Queen Street, Huddersfield HD1 2SQ

SENDACT

To contact SENDACT Kirklees Local Authority:

Phone: 01484 221000 or 01484 456888

Email: Senact@kirklees.gov.uk

5.17 Contact details for raising concerns

- The Designated Teacher for Safeguarding is the Headteacher - Mrs K Woods
- The Deputy Designated Teacher for Safeguarding is the Deputy Headteacher – Mrs R Corcoran
- The member of staff responsible for Looked After Children is the Headteacher - Mrs K Woods
- The member of staff responsible for SEN – Miss C Everson
- The staff responsible for managing the school’s responsibility for meeting the medical needs of pupils/students is Mrs M Shilton.

5.18 The local authority local offer

Our contribution to the local offer is: <https://www.kirklees.gov.uk/beta/schools/search-for-a-school/default.aspx?dfe=3041>

Our local authority’s local offer is published here: <https://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO (Miss C Everson) and the SEN Governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan (on school website)

- Equality information and objectives
- The Equality Policy
- Supporting pupils with medical conditions
- Behaviour Policy (on school website)
- Safeguarding Policy (on school website)
- Bullying (on school website)
- PSHCE policy
- The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’ - <https://www.kirklees.gov.uk/beta/special-education/special-education-documents.aspx>