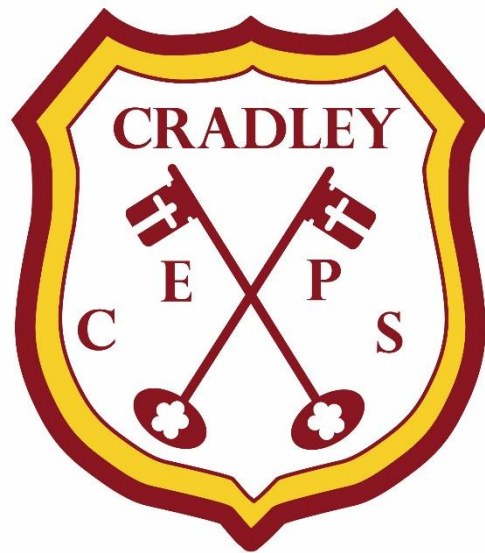


Cradley CE Primary School



SEND Policy

September 2025

Rationale

Our vision 'Believe, belong, be happy; every child, every chance, every day' has the uniqueness of every child at its heart. Underpinned by our vision and values, we ensure that we provide an inclusive and nurturing environment in which all children can flourish. Our broad and balanced curriculum, together with high quality teaching and strong relationships ensure that every child has every chance every day.

This policy outlines the provision for Special Educational Needs at Cradley C.E. Primary School. The policy follows the guidance of the Code of Practice as outlined in the Children and Families Act 2014. The implementation of this policy is the responsibility of the Governing Body, Headteacher and all teaching staff.

Children and Families Act 2014

As part of the Children and Families Act, the Government is transforming the system for children and young people with Special Educational Needs [SEN], including those who are disabled, so that services consistently support the best outcomes for them. The Bill has extended the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choices in decisions and ensuring needs are properly met.

- A birth to 25 *Education, Health and Care Plan* will be used for children with severe, complex and lifelong needs.
- One school based category of need known as *Special Education Needs Support [SENS]* will be in place for all pupils with a level of need not requiring such a high level of support. These pupils are closely monitored and their progress tracked each term; those with SEND are additionally tracked by the SENCo.
- Improved cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together is a requirement.
- All local authorities are required to involve children and their parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.
- There are four broad categories of SEN:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health Needs
 - Physical and/or Sensory Needs

The 2014 Code of Practice states that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. [SEN Code of Practice: 0 to 25 years – Introduction xiii and xiv.]

At Cradley CE Primary School we provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. All children benefit from 'Quality First Teaching'; when assessing, planning and teaching, all staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Effective differentiation is seen as the prime intervention in meeting pupils' needs.

Special Educational Needs or Disability

Children with special educational needs may have learning difficulties that call for special provision to be made. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- their overall attainments or attainment in specific subjects fall significantly outside the expected range
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

Admission arrangements

Admission arrangements are determined by the school's Governing Body. Cradley CE strives to be a fully inclusive school. Our school does not refuse admission to pupils with Special Educational Needs within our catchment area nor discriminate against pupils out of catchment area on the basis of their SEN. For pupils with statements of Special Educational Needs the LA determines admission, having regard to parental preference and in consultation with the Governing Body and the School's Admission Policy.

Aims and objectives

The aims of this policy are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- to ensure that the special educational needs of children are identified, assessed and provided for
- to ensure that every child experiences success in their learning and achieves to the highest possible standard
- to create an environment that meets the special educational needs of each child
- to make clear the expectations of all partners in the process
- to work in partnership with parents
- to work with the Governing Body to enable them to fulfil their statutory monitoring role
- to work closely with external support agencies, where appropriate, to support the needs of individual pupils
- to identify the roles and responsibilities of staff in providing for children's special educational needs and ensure all staff have access to training and advice to support quality first teaching and learning for all pupils
- to enable all children to have full access to all elements of the school curriculum
- to ensure that parents are able to play their part in supporting their child's education
- to ensure that our children are involved in this process

Identification and assessment

At Cradley CE we believe that early assessment is vital. We follow the 2014 Code of Practice to identify, assess and provide for pupils with SEND. Children's SEND and requirements fall into the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Physical and/or Sensory Needs

At the heart of the work of every primary school class is a continuous cycle of Assess, Plan, Do, Review which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs

Assessing children's progress is an ongoing process. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The school's system for observing and assessing the progress

of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject. The key test of the need for action is evident in that current rates of progress are inadequate. Good progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

Roles and responsibilities

The SENCo: Special Educational Needs and Disabilities Coordinator is currently Miss C Neale

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teacher

Responsible for:

- Checking on the progress of each child and identifying, planning and delivering any additional help the child may need (this could be strategies such as targeted work, additional support – using the APDR process) and letting the SENCo know as necessary.
- Writing Individual Learning Plans and sharing and reviewing these with parents termly and setting new targets for the next term.
- Ensuring that all staff working with a child in school are helped to deliver the planned work/programme. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.

- She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Having due regard to the Code of Practice when carrying out his/her duties toward all pupils with special educational needs.
- Does its best to secure the necessary provision for any pupil identified as having special educational needs.
- Ensure that all teachers are aware of the importance of providing for these children.
- Report annually to parents on the success of the school's policy for children with special educational needs.
- Ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified a governor who is responsible for overseeing the provision for SEN. The SEN Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Inclusion and Provision

At Cradley CE we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs and, consequently, all children have access to 'Quality First Teaching'.* Teaching such children is therefore a whole school responsibility.

Levels of Provision

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For each child this means:

- That their teacher has the highest possible expectations for every child and all pupils in their class.

- That all teaching is based on building on what each child already knows, can do and can understand.
- Different ways of teaching are in place so that each child is fully involved in learning in class. This may involve strategies such as using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support each child to learn.
- Each child's teacher will have carefully checked on individual children's progress and if appropriate, will have decided that a child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice – 'Quality First Teaching'.

Specific group work with a smaller group of children.

This group, which can be called an Intervention or Target group, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice: SEN Support/ Wave 1

which means they have been identified by the class teacher as needing some extra support in school.

For this child this would mean:

- they will engage in group sessions with specific targets to help the child to make more progress.
- A Learning Support Assistant/teacher will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist support assessed and planned for by outside agencies e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc of less than 20 hours in school.

Stage of SEN Code of Practice: SEN Support/Wave 2

which means they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For this child this would mean:

- A child will have been identified by the class teacher/SENCo (or a parent will have raised worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- Parents will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward.
- Parents may be asked to give permission for the school to refer their child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand their child's particular needs better and be able to support them better in school.
- The specialist professional will work with a child to understand their needs and make recommendations, which may include:
 - Making changes to the way a child is supported in class e.g some individual support or changing some aspects of teaching to support them better

- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g a social skills group
- A group or individual work with outside professional
- The school may suggest that a child needs some individual support in school. They will inform the parents how the support will be used and what strategies will be put in place.
- An Individual Learning Plan will be created for each child with objectives which are set and reviewed half termly. Such provision is shared with parents and progress towards targets reported half termly using the APDR (Assess, Plan, Do, Review) process

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

for a child of more than 20 hours in school.

This is usually provided by an Education, Health and Care Plan (EHCP). This means a child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually, this child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Educational Psychology, the CIPS Team or Learning Support Service.
- Outside agencies such as the Dudley Speech and Language therapy (SALT) Service.

For this child this would mean:

- The school (or parents) can request that the Local Authority carry out a statutory assessment of this child's needs. This is a legal process which sets out the amount of support that will be provided for this child.
- After the school have sent in the request to the Local Authority (with a lot of information about the child, including detailed background information from parents), they will decide whether they think this child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, they will ask parents and all professionals involved with this child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with the support at SEN Support Wave 2.
- After the reports have all been sent in, the Local Authority will decide if the child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support Wave 2 and outline strategies for the school to put in place to ensure this child makes as much progress as possible.
- The EHC Plan will outline the level of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for this child.
- Extra time allocated may be used to support the child with whole class learning, run individual programmes or run small groups including the child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

Extra support

is fluid and is allocated according to need:

- The school budget, received from Dudley LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEN in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Other professionals involved in the support of pupils with SEND

- Teaching Assistants
- Educational Psychology Service
- Sycamore Outreach – Behaviour Support Team
- CIPS Team
- Medical Inclusion/Physical Impairment for children with medical needs
- Sensory Service for children with visual or hearing needs
- Dudley Speech and Language Therapy
- Halesbury Outreach
- SENDIASS – Special Educational Needs and Disabilities Information, Advice and Support Service – to support families through the SEN processes and procedures.
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

Support and training for Staff

- The SENCo's role is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEN issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Strategies to support pupils with SEND

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of each child where necessary.
- Specific resources and strategies will be used to support each child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet each child's learning needs.

A range of strategies are used which may include, when appropriate:

- Booster maths
- Reciprocal reading
- Phonics catch-up

- Booster groups for literacy/numeracy
- Group support in literacy/numeracy
- Social skills group
- Circle Time
- Handwriting booster
- Fine motor skills booster
- Attention/focus skills group
- Precision Teaching
- Individual Behaviour/Success Support Plans
- Get Moving

For children needing a higher level of support, outside agencies may be involved, which include:

- Educational Psychology
- Sycamore Outreach
- Speech and Language Intervention
- Physiotherapy Service
- Occupational Therapy
- School Nurse
- CIPS Team
- CAMHS
- Support for Physical Impairment/Medical Inclusion
- Support for Visual Impairment/Visual Impairment
- Social Worker

Strategies to support/modify behaviour:

- School values
- Use of Social Stories
- Positive Intervention Plans
- Reward and Recognition systems
- RIPE – Reduction in Pupil Entitlement
- Cue/prompt cards used in class

Assessment

- Each child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science.
- If a child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment too – called DAPA - is used which shows their attainment in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN Support Wave 2 will have an Individual Learning Plan which will be reviewed with parental involvement, every half term and new targets for the next term set.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including outside professionals, involved with the child's education.
- The SENCo will also monitor that each child receiving SEN support is making good progress within any individual work and in any group that they take part in.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

Parents have the opportunity to meet with their child's teacher twice a year in a formal setting and again at the end of the year informally. However, parents are most welcome to contact the school and make an appointment to see their child's teacher at any time. Additionally, if the school has any concerns between these times, parents will be contacted.

Home/school links:

- Class Dojo
- Newsletters
- Website
- Class assemblies
- School productions
- Church services
- Text messaging service
- Parental workshops
- Curriculum evenings
- Praise Assemblies
- Postcards home

Pupils with SEND

- Regular meetings are held to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- If parents have concerns about their child's progress they should speak to their child's class teacher initially. The teacher will consult the SENCo, if appropriate, and set up a meeting.
- If they are not happy that the concerns are being managed and that their child is still not making progress, they should speak to the SENCo initially and/or the Headteacher
- If they are still not happy, they can speak to the school SEN Governor.

Additionally, if the school have any concerns, they will set up a meeting to discuss this with parents in more detail and:

- listen to any concerns they may have
- plan any additional support their child may receive
- discuss with parents any referrals to outside professionals to support their child's learning

Support for parents

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with parents to discuss their child's progress or any concerns/worries they may have.
- All information from outside professionals will be discussed with parents with the person involved directly, or where this is not possible, in a report.
- Individual Learning Plans will be reviewed with parental involvement each half term.
- Homework will be adjusted as needed to each child's individual needs.
- The child's School Planner will be used to support communication with parents.
- Additionally, parents may wish to contact SENDIASS for further support/advice if they so wish.

Access for pupils with SEND

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- The main entrances are accessible to those with physical disabilities.
- Wheelchair access to the Junior Playground via a tarmac pathway.
- The school has disabled toilet facilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Support for pupils with SEND when moving school or to another class

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If a child is moving to another school:
 - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made.
 - We will make sure that all records are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All Individual Learning Plans will be shared with the new teacher.
 - A One Page Profile is often used to provide key information for the next teacher.
 - If a child would be helped by a social to support them understand moving on then it will be made for them.
- In Year 6:
 - The SENCo will liaise closely with the SENCo of the child's secondary school, setting up meetings to share vital information and plan the way forward.
 - Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCo of both schools and parents.
 - We will aim for each child to visit their new school on several occasions and staff from the new school will visit the child in this school.
 - A pupil with SEND may do focused learning about aspects of transition to support their understanding of the changes ahead.
 - A One Page Profile is often used to provide key information for the next school.
 - All reports etc are passed to the receiving secondary school immediately prior to transfer.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

We aim for children to be involved at an appropriate level in setting targets in their ILPs. Children are encouraged to make judgements about their own performance. We recognise success here as we do in any other aspect of school life.

Early Years Foundation Stage

The majority of pupils enter Cradley following a time spent at Nursery. Close liaison with local nurseries, alongside home visits, enables the Foundation Stage teacher to become familiar with any pupil who has aroused concerns or has existing difficulties. During the settling in period additional pupils may be identified following assessment and observations. The teacher, in conjunction with the SENCo, will assess and decide upon a course of action for each of these pupils. Advice can be sought from the Early Years Support Service if appropriate, together with the support of other professionals, (see above). This may involve the compilation of an ILP, which will offer interventions that are different from, or additional to, those provided as part of the school's usual working

practices, (as outlined above). Parents will be invited into school to discuss the concerns and to contribute their views.

Health and Safety

Risk assessments for pupils who have a specific physical difficulty are completed for:

- PE, break times and lunch times within school
- any After School Club such as football, cooking, gymnastics
- all off site visits

Additionally, a PEEP – Pupil Emergency Evacuation Procedure – is put in place for any pupil with physical needs. This usually follows advice from the Physical and Medical Inclusion Service.

Any pupil who comes under the jurisdiction of the Physical and Medical Inclusion Service will have a specific Risk Assessment completed for all off site visits and all physical activities undertaken in school.

Web address for the authority's local offer:

<https://www.dudley.gov.uk/localoffer>

Dudley Services and contact names

SEN Team – 01384 814204

Speech and Language Therapy Service – 01384 81321375

Physical Impairment/Medical Inclusion – 01384 818003

Educational Psychology Service – 01384 814359

Occupational Therapy- 01384 366912

Physiotherapy Service – 01384 361243

CAMHS – referral via family GP

Positive Steps – refer via School Nurse or GP

CIPS Team – 01384 816974

SENDIASS [support for parents]: 01384 817373

Please contact the school SENCo –Mrs C Neale – for further details.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEND system in school.

The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The Governors Curriculum Committee reviews this policy annually and considers any amendments in the light of the annual review findings.

The SENCo reports the outcome of the review to the full governing body.

Updated: September 2025