



SEND POLICY

We are an inclusive school and pride ourselves in ensuring that all pupils are provided with a high quality enriching education. We encourage pupils to reach their full potential intellectually, spiritually, physically, emotionally and socially. We believe that learning should be fun and encourage pupils, regardless of their Special Educational Needs and Disabilities (SEND) to access a broad, balanced and relevant curriculum.

We will implement this policy through the following in order to achieve the best outcomes for pupils with SEND:

- Ensuring that SEND provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils both during their time at Crown Lane and when they leave.
- Removing barriers to achievement and offering alternative/personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialist provision to meet the needs of groups with low-level achievement.
- Enabling all SEND pupils to join in the activities of the school to our best endeavours
- The quality of teaching pupils with SEND and progress made by pupils is a core part of the school's performance management arrangements.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy

This Policy should be read in conjunction with Crown Lane's SEND Information Report and Accessibility Plan.

Purpose of the Policy - Legislation:

Pupils and Families Bill 2013

The Pupils and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable pupils and support strong families. It underpins wider reforms to ensure that all pupils and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after pupils, family justice and special educational needs.

The Government is transforming the system for pupils 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 will extend the SEN system from birth to 25, giving pupils, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support pupils and their families and particularly Requiring local authorities and health authorities to work together;
- Requiring local authorities to involve pupils, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled pupils and pupils with SEN and their families. This easy to understand information will set out what is normally available in schools to help pupils with lower-level SEND as well as the options available to support families who need additional help to care for their child.

What will it do?

Lambeth will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

You can find out more about the Local offer by following the link below:

www.younglambeth.org

Development and Implementation of Policy:

Development:

TBC

How the policy will be implemented:

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice.

How Crown Lane identify SEND:

A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of pupils of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for pupils of the same age, within the same area.

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

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

The purpose of identification is to work out what action the school needs to take to support pupils in mainstream education, not to fit pupils into specific categories. At Crown pupils are identified using the criteria pyramid



How staff at Crown Lane are supported:

At Crown Lane we have been working to ensure that staff have training and information available to help them adapt and implement the new SEND Code of Practice.

We do this by:

- Providing staff with Professional development staff in the area of SEND through INSET's, learning walks, training days, reading material.
- Regular monitoring of the progress and development of all pupils throughout each school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs supported by school's inclusion team.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.

Who is responsible for implementing the policy?

The Head teacher and Governing Body determine the school's general policy and resource allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENCO, who co-ordinates SEND within the school. The SENCO in turn keeps the Governing Body fully aware of SEND issues

Monitoring and Evaluating of the policy:

The policy is monitored by the school's Head teacher and school governors on an annual

Signed:

Headteacher _____

Date: _____

Chair of Governors _____

Date: _____