



Crest Infant and Nursery School

SEN & Disability Policy - Issued on:

29th April 2021

Person Responsible: Mrs K Thompson

Date of next review: April 2022

SEN & Disability Policy 2021 - 2022

This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2014

Special Educational Needs and Disability Regulations 2014 (Number 1530)

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE, December 2014

The School Information (England) (Amendment) Regulations 2012 (Number 1124)

The School Information (England) (Amendment) Regulations 2013 (Number 758)

The National Curriculum December 2014

This policy should be read in conjunction with the following school policies:

Behaviour for Learning Policy, Equalities Statement, Exclusion Policy, Safeguarding Policy, Homework Policy, Complaints Policy.

This policy was developed through consultation with staff, the governing body and parents of children with special educational needs. The policy will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post-16 institutions.

SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also 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’ *SEN Code of Practice (2014, p5)*

Inclusion Statement:

The National curriculum 2014 states that: “A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving.” National Curriculum, 2014.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Needs (SEN) might be an explanation for delayed or slower progress, but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. We focus on individual progress as the main indicator of success. EAL learners who do not make expected progress following provision for their EAL vulnerability may be referred for assessment of an SEN need. Specialist advice will be sought to help differentiate between EAL and SEN need and ensure that appropriate provision is implemented swiftly.
- We strive to make a clear distinction between “underachievement” (often caused by a poor early experience of learning) and SEN.
- Some pupils in our school may be underachieving, but will not necessarily have a Special Educational Need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils make appropriate attainment and progress.
- Other pupils will genuinely have Special Educational Needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with Special Educational Needs have the maximum opportunity to attain and achieve in line with their peers.
- Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.
- Additional funding for pupils with profound and/or complex needs, including those with EHCPs, will be sought through E3 top-up funding from the Local Authority.

Aims and objectives of this policy:

The aims of our SEND policy and practice in this school are:

- To support our SEN pupils in a holistic, child-centred and therapeutic way.
- To provide equitable curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.

- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others'. (National Curriculum, 2000).
- To ensure that the SEND policy is fully embedded into every strand of school improvement: provision that is built-in and not a bolt-on.

Medway's SEND Strategy 2019-2022:

On 31st January 2018, Medway Council SEND department were inspected by Ofsted. As a result of the findings of the initial inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) determined that a written statement of action was required because of 8 significant weaknesses in the area's practice. This WSOA was declared fit for purpose on 19th April 2018. At the revisit in December 2019, it was deemed that the Local Authority had made sufficient progress in addressing five of the eight significant weaknesses identified at the initial inspection.

The area had not made sufficient progress in addressing three significant weaknesses and produced the SEND Strategy 2019-2022 to ensure that Medway's SEND improvement journey would continue. This strategy sets out the joint strategic direction that all local partners involved in supporting children and young people with SEND will be taking to address seven priorities and actions, and was produced with input from parents and young people. It covers the main areas for improvement that the council, health, social care and education partners will focus on. These actions will improve opportunities for young people with SEND to help them live fulfilled lives and achieve independence in their local community.

The Medway SEND Strategy 2019 - 2022 can be found via the following link:

https://www.medway.gov.uk/downloads/file/4653/medway_strategy_for_children_and_young_people_with_special_educational_needs_or_disabilities_send_2019_to_2022

Due to the previous failings of the Local Authority's SEND department, Crest Infant and Nursery School have recognised the need to source expertise, training and resources elsewhere and have done so by accessing SEND support from other successful local authorities, such as Kent, Southampton and Greenwich – all of whom we have worked with to share outstanding practice through attending training events, visiting settings and engaging in continuing professional development opportunities on a range of SEND topics.

The Local Offer:

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 children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.”

The 2014 Code of Practice stipulates that “The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN.” (6.79 COP, pg 95)

What will it do?

Medway’s Local Offer gives information and advice for children and young people aged 0 to 25 with special educational needs and disabilities (SEND) and their families. The Local Offer provides information about the services available to children, young people and their families across Education, Health and Social Care.

Knowing what is out there and having the right information in one place gives you more choice and therefore more control over the services you use. Medway Council have developed their Local Offer in partnership with parents, carers, young people and professionals.

The Local Offer will:

- give information about Education, Health and Care services
- give information about leisure activities and support groups
- hold all the information in one place
- be clear, detailed, accurate and accessible
- make it easier to find out what you need to know
- help you to find the nearest and most suitable services
- make service provision more responsive to local needs and aspirations

The Medway Local Offer can be found via the following link:

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

The Medway Local Offer has 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These **must** be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child’s needs.

Below are Crest Infant and Nursery School’s responses to these questions.

1 The kinds of special educational need for which provision is made at the school

At Crest Infant and Nursery School we make reasonable adjustments to provision for every kind of frequently occurring special educational need, for example: dyslexia; dyspraxia; speech, language and communication needs; Autism; Asperger’s syndrome; specific learning

difficulties; global developmental delay; verbal dyspraxia and social, emotional and mental health difficulties. There are other kinds of Special Educational Need which do not occur as frequently, and with which the school is less familiar, but we can access training and advice through a range of sources so that these kinds of needs can be met.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with Special Educational Needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Education Authority.

2 Information about the policy for identification and assessment of pupils with SEN

At Crest Infant and Nursery School we monitor the progress of **all** pupils termly to review their academic progress. The process for identifying pupils with SEN is fully embedded into the whole-school approach to assessment. The school follows the 'Graduated Approach' to SEN, which is outlined in the 2014 SEN Code of Practice as a cyclical process which involves the stages of 'assess-plan-do-review'.

We use a range of assessments with all pupils at various points, for example: Y1 phonics screening; end of KS1 assessments; Speech Link screener; Language Link screener; BPVS; Renfrew; Boxall profiling; The Wellbeing Toolkit; Dyslexia screener. Where progress is not sufficient, even if a Special Educational Need has not been identified, we put in place extra support to meet the presentation of need at that moment in time. Examples of extra support are: The Better Reading Partnership Programme; Speech and Language support; visits to the sensory room; sensory circuits; precision teaching; additional adult support; BEAM; visual timetables; Lego Therapy; drawing and talking therapy; ELSA (emotional literacy support); additional resources to support sensory/physical needs – writing slopes/pencil grips/wobble cushions/hug jackets etc.

Some pupils may continue to make inadequate progress, despite high-quality teaching and specific interventions targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to attempt to determine the cause of the learning difficulty. At Crest Infant and Nursery School, designated members of school staff are experienced in using a range of assessment tools, such as Speech Link and Language Link screeners, Dyslexia screening, Renfrew and BPVS assessments. For children we believe to be experiencing social and emotional difficulties, the Boxall Profile, the Wellbeing Toolkit and/or Leuven Scales assessment tools are used to assess the child's social/emotional development and identify areas where additional support may be required.

The purpose of conducting any of these assessments is to better understand where any potential barriers to learning might be and to begin to identify what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, incorporated into an SEND 'School Based Support Plan' and/or

individual provision map. These documents are reviewed regularly with parents, teachers and pupils and refined/revised if necessary. At this point we will have identified that the pupil has a Special Educational Need because the school is making educational provision for the pupil which is additional to and different from what is normally available through quality first teaching for a sustained period of time.

The introduction of the School Based Support Plan is usually triggered following 12 academic weeks of alternative or additional intervention/provision which has had limited impact on pupil outcomes. This document may be implemented sooner if the child is at risk of exclusion or joins our school with SEN support in place from any previous educational setting. This will be judged on an individual basis through discussion with the child's parent(s) and class teacher.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. Where there is any change in SEND status, parents will be notified and invited to discuss this with the Inclusion Manager, where necessary.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The implementation of recommendations from a range of professionals is regularly monitored by the SENCo and other members of the Senior Leadership Team as an integral part of the monitoring schedule.

We also have access to an Educational Psychologist, who is able to advise on strategies or resources we could implement in school to support specific needs. The EP is also able to conduct more in-depth assessments for general and more specific learning difficulties, such as Dyslexia or cognitive function difficulties, although this is usually put in place as part of a formal assessment of a child's needs by applying for an Education, Health and Care Plan.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

3a How the school evaluates the effectiveness of its provision for such pupils

Every pupil in the school has their progress tracked termly. In addition to this, pupils with Special Educational Needs may have more frequent assessments of their areas of need by school staff and/or external agencies. The assessments we use at Crest Infant and Nursery School are listed in section 2. Using the outcomes of any assessment, baselines are determined and SMART targets are set for each individual pupil - a provision map is created by the class teacher/SENCo and shared with parents. We use an online provision mapping

software called Edukey Provision Map which has the facility for these to be shared electronically with parents, who are also able to add comments and contribute to the evaluation process virtually if they are unable to attend school for a meeting. These targets are reviewed regularly and periodically – as a result, it will be possible to see if pupils are increasing their level of skills in key areas. Class teachers are required to update the individual provision maps termly and share outcomes with parents. These evaluations are monitored closely by the SENCo and other senior leaders who have administrative access to the provision mapping software we use.

Each review of the SEN ‘School Based Support Plan’/provision map will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

Members of the Senior Leadership Team and the SENCo regularly monitor the implementation of interventions and specialist support as part of their ongoing monitoring schedule. The collation of all review evaluations of effectiveness will be reported to the governing body.

3b the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs

Due to the nature of Special Educational Needs, the assessment and review of progress for these pupils is likely to be more frequent. In addition to the process described in 3a, the following actions are taken:

As well as using the provision mapping software to evaluate the effectiveness of provision for SEND pupils, the SENCo meets with class teachers and parents at least 3 times per year to discuss the progress of individual SEND pupils during SEND review meetings. Here, the effectiveness of the provision in place for each child is evaluated and adjustments are made accordingly. In-School-Review meetings are also used 3 times per year to discuss the progress and attainment of particular pupils – again, parents and class teachers contribute to these discussions and provision maps/SBSPs/teaching and learning strategies are adapted accordingly.

The SENCo holds termly review meetings with any outside agency professionals to assess and review the quality and impact of the interventions and progress of SEN pupils against their targets. The SENCo and Home School Support Worker also hold fortnightly review

meetings with specialist Learning Support Assistants and adjust the additional therapeutic provision accordingly.

Where applicable, reasonable adjustments and adaptations to assessment materials and processes are made to statutory assessments. This is done in accordance with any published guidance from the Local Authority or Department for Education.

3c the school's approach to teaching pupils with special educational needs

'Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should 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.' *SEN Code of Practice (2014, 6.37)*

At Crest Infant and Nursery School the quality of education is judged to be 'good' (Ofsted, February 2020). We strongly believe that the standard of Teaching and Learning in our school is now moving towards 'outstanding'. We are very proud of our consistent approach to meeting all pupils' needs. The most recent Ofsted inspection identified the strength of SEND provision and stated that:

'The curriculum provides well for pupils with special educational needs and/or disabilities (SEND). The SENCo provides strong support. Staff are well trained and adept at meeting pupils' behavioural and pastoral needs. Pupils' needs are assessed promptly and accurately, and support is put in place. Pupils with SEND are fully included and involved in all lessons.'

In meeting the needs of SEN learners, the school employs some additional teaching approaches, as advised by internal and external assessments, for example: one to one learning support; precision teaching; small group focused teaching; use of ICT software or assistive technology; BEAM; use of the sensory room; pastoral support during unstructured times. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'. Additional funding for pupils with profound and/or complex needs, including those with EHCPs, will be sought through E3 top-up funding from the Local Authority.

We firmly believe that all pupils have the right to access the curriculum in an inclusive and supportive learning environment. By addressing the needs of our pupils in a holistic, child-centred and therapeutic manner, we strive to ensure that even our most vulnerable pupils are taught in class with their peers.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Crest Infant and Nursery School we follow advice from the Local Education Authority and 2014 SEN Code of Practice in order to adapt the curriculum and the learning environment for pupils with Special Educational Needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the recommendations laid out in Education, Health and Care Plans. Examples of this might be: the use of a sloping writing board or loop scissors for pupils with physical difficulties; use of alternatives for writing for dyslexic pupils; coloured overlays for pupils with visual difficulties; the use of visual timetables to support pupils with Autism/Asperger's; ensuring that pupils with SEN are seated at the front of the carpet; providing additional processing time for pupils with poor working or auditory memory.

All curriculum planning includes pupil-specific differentiation. This is regularly monitored by the SENCo and Senior Leadership Team.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under constant review, the Governors have recently made the following improvements as part of the school's accessibility planning:

- conversion of a room to be a sensory space
- replacement and enlargement of the EYFS canopy to provide all weather activities for skills development
- training for staff in positive handling, attachment disorder and selective mutism

and have identified that the following aspects of the school need to be improved:

- staff training in autistic spectrum disorder, EYFS speech and language, children's mental health
- adjustments to the Year 1 outside area to ease transition from EYFS and support large motor skills development

3e additional support for learning that is available to pupils with special educational needs

As part of our annual budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good throughout the school and that there are sufficient resources to deploy additional and different provision for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is detailed in our SEN Information Report.

At Crest Infant and Nursery School, we are very fortunate to have a highly-skilled and experienced workforce, including a large number of Learning Support Assistants who are integral to the work we do and the breadth of provision we can provide for our pupils. We are also very fortunate to be able to buy into services which have become traded in recent

years (these used to be part of the core services provided by the local authority) such as Speech and Language Therapy and Educational Psychology.

We pride ourselves on our excellent pastoral provision and have worked incredibly hard to develop and sustain this through recent years of decreasing funding. We believe this provision is quite unique and has a significant positive impact on outcomes for our children and families.

In very few cases a very high level of provision is required to meet the complex needs of SEND pupils. The funding arrangements require schools to provide up to £6000 per year of resources/provision for pupils with high needs from their 'notional SEN budget'. Where these costs are exceeded, the school may apply to the Local Education Authority for additional 'top-up' funding. However, this additional funding is not guaranteed and cannot be assumed when planning for provision.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Crest Infant and Nursery School are available to **all** pupils, including those with SEN or an Education, Health and Care Plan. Where it is necessary, the school will use the resources and funding available to provide additional adult support to enable the safe participation of the pupil in the activity.

If a health and safety risk assessment suggests that an intensive level of 1-1 support is required a parent or carer may be asked to accompany their child during the activity in addition to the usual school staff. Risk assessments are produced collaboratively with parents and pupils, where appropriate.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Crest Infant and Nursery School we pride ourselves on our 'character education' approach to developing the social and emotional needs of all of our children. We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance PSHE, and indirectly with every interaction adults have with parents and pupils throughout the day. Pupils in the early stages of emotional and social development, perhaps because of their Special Educational Needs, will be further supported to enable them to develop and mature at an appropriately rate. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Social, Emotional and Mental Health has now become a prevalent need in our school – for pupils and families. As such, we have invested heavily in providing a range of therapeutic services to meet the needs of our pupils in a holistic and child-centred way and are able to

provide the following to meet their needs: play therapy; pet therapy; access to counsellor; mentor time with member of the therapeutic team; use of the sensory room; external referral to CAHMs; time-out space for pupil to use; playground buddies; range of lunchtime clubs; additional training for staff.

Social and emotional support provided for families is primarily accessed through our Home School Support Worker, Louise, who is a very consistent and visible presence in school. She has a school phone number which is provided to parents as a point of contact, as well as being available to parents via scheduled meetings, phone calls and ad-hoc drop-ins at the start of the school day.

4 The name and contact details of the SEN Co-ordinator

The SENCo at Crest Infant and Nursery School is Mrs Kate Thompson, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Thompson is available on 01634 844127 or via the school email address: office@crestinf.medway.sch.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All staff at Crest Infant and Nursery School have access to regular training in relation to special educational needs. Most recent training includes:

- How to support children with emotional needs.
- How to support children with physical and sensory needs (Hopscotch training).
- Implications of the New Code of Practice 2014 upon teaching and learning.
- Supporting EAL learners.
- Supporting Dyslexic learners.
- Behaviour for Learning.
- Team Teach (positive handling) including key de-escalation techniques.
- Positive Play.
- ELSA (Emotional Literacy Support Assistant) training.
- Defibrillator training for the whole staff.
- The Incredible Years Parenting Programme.
- Boxall Profile training.
- Drawing and Talking Therapy.

All senior and middle leaders have completed relevant NPQ qualifications within the past 2 years or are currently completing them. We also have several members of staff who have completed or are in the process of completing Masters degrees and other higher education qualifications, which demonstrates our commitment to ongoing and developmental continuing professional development.

Two of our Learning Support Assistants are fully trained in delivering the Speech Link and Language Link programmes and both receive regular training in meeting the needs of children with speech and language difficulties. They have also been accredited with the Language for Learning award after completing the training and are responsible for

implementing any speech and language programmes recommended by outside professionals.

The Inclusion Manager, Mrs Thompson, has completed the National Award for SENCo s, as has the Headteacher, and, also attended the Language for Learning training. She regularly attends training via the Medway SENCo forums and keeps up-to-date with any new SEN reforms.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Educational Psychologist, Speech and Language Therapist, Occupational Therapists, dyslexia specialists, our Home School Support Worker, colleagues/providers from other local authorities. The cost of training is covered by the notional SEN funding.

The school also has access to specialist schools in Medway who can provide advice, training and resources as and when required, such as the Marlborough Outreach Team or Bradfields Academy.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will aim, primarily, purchase it using the notional SEN funding. If this is not possible, we will seek it by loan or bid for funding via alternative means to purchase it. For highly specialist communication equipment the school will seek the advice of the LEA SEN Team or alternative outreach services.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Crest Infant and Nursery School are invited to discuss the progress of their children on several occasions throughout the school year and receive a written report annually (the SENCo also offers bookable appointments at parents evenings). In addition to this, we are happy to arrange meetings outside of these times and meetings with parents of children with SEN take place as and when required. As part of our normal teaching arrangements, most pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a Special Educational Need. All such provision will be recorded, tracked and evaluated on a provision map which will be shared with parents at least three times per year.

If, following this additional provision, improvements in progress are not seen (usually after a period of 12 weeks), the class teacher will contact parents to discuss the use of internal or external assessments which will help us to identify and meet these needs better. The SENCo will be also be consulted and from this point onwards the pupil will be identified as having Special Educational Needs, as they are in receipt of provision which is significantly additional to or different from that of their peers. Where special educational provision is being made,

parents will be actively supported to contribute to the graduated approach of assessment, planning and reviewing.

As well as using the provision mapping software to evaluate the effectiveness of provision for SEND pupils, the SENCo meets with class teachers and parents at least 3 times per year to discuss the progress of individual SEND pupils during SEND review meetings. Here, the effectiveness of the provision in place for each child is evaluated and adjustments are made accordingly.

In-School-Review meetings are also used 3 times per year to discuss the progress and attainment of particular pupils – again, parents and class teachers contribute to these discussions and provision maps/SBSPs/teaching and learning strategies are adapted accordingly.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

The SENCo has an open-door policy and parents are invited to arrange a meeting at any time, should they have a concern regarding their child. The SENCo works very closely with the Home School Support Worker. Between these two resources and other whole-school processes, contact and consultation with parents is embedded and working well.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

The 'School Based Support Plan' comes into action when it is deemed that the length of intervention is likely to or has already spanned 12 academic weeks. The pupil voice is a very strong element of this document, although pupils are consulted prior to this as part of the 'graduated approach'.

When a pupil has been identified as having Special Educational Needs because special educational provision is being made for him or her, the pupil will be consulted about and be actively involved in the arrangements made for them as part of person-centred planning.

At Crest Infant and Nursery School, due to the age of our pupils, parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Crest Infant and Nursery School are used for complaints about provision made for Special Educational Needs. We encourage parents to discuss their concerns with the class teacher in the first instance, followed by the year group leader, then the Inclusion Manager, the Deputy Headteacher and finally the Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology Service.
- An agreement for Traded Services for a Speech and Language Therapist.
- An agreement for budgeting to be allocated for an Occupational Therapist.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from LEA SEN team.
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN.
- Regular meetings between the SEN Governor and the Inclusion Manager.
- Attendance at key SEN training events.
- Access to support and provision available through the Medway Local Offer.

Additionally, our on-site Children's Centre enables us to quickly access or signpost support for families.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

There are many local and national organisations and services to help and support families with children and young people with SEND. The Medway Local Offer website (https://www.medway.gov.uk/info/200307/local_offer/823/family_help_and_support) includes hyperlinks to the following services:

- Medway Parents & Carers Forum (01634 3333145 or 07813 123 984) <http://medwaypcf.org.uk/>
- Medway SEND Information Advice and Support service (SENDIAS) (01634 566 303) <https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>
- Medway Family Information Service (01634 332195) https://admissions.medway.gov.uk/Synergy/fisd_welcome.aspx
- Citizens Advice Medway (01634 383760) <https://www.medwayadvice.org.uk/>
- Healthwatch Medway (0800 136 656) <https://www.healthwatchmedway.com/>

The Local Offer website also has links to many national support services for families.

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

Crest Infant and Nursery School understands that moving schools can be a challenging experience and, therefore has strategies in place to support this transition. These include:

- Meetings between the pre-school or receiving school prior to the child starting/leaving, wherever possible.
- Liaison with the Individual Children's Support Service (ICSS) for pre-schoolers with additional needs moving to Crest Infants.
- Our Foundation Stage leader will visit the main feeder pre-schools/nurseries. – SENCo attends these too, where appropriate.
- Additional visits, as well as the usual induction procedures, will be arranged for any children who may need extra time in their new school.
- Transition booklets/posters/social stories will be provided for children who may need visual aids prior to starting – these will include photographs of the new teacher/classroom and other areas of the school.
- Senior staff members, including the SENCo from Delce Academy (local junior school) attend our In School Review in term 5, wherever possible.
- A transition plan between Crest Infant and Delce Academy is carefully organised to ensure children spend time in their new school. Year 3 staff members also visit us in school to share stories with children and establish relationships.
- Year 2 and Year 3 staff spend time together to share general information on the children who are moving on.
- Once school placement offers have been confirmed, meetings are planned during terms 5 and 6 for Crest Infant and Nursery School to share information with receiving junior schools which focus on handing over key information about provision in place to support the needs of our most vulnerable families and our SEND children.
- The SENCo liaises with the receiving school's SENCo and head of KS2 to share information regarding any children with special educational needs.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on:

https://www.medway.gov.uk/info/200307/local_offer and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Our own School Local Offer is available on the school website and can be accessed via the following link: <http://www.crestinfants.co.uk/learning/special-educational-needs/?LMCL=OK5wlK> or by clicking on Learning, then Special Educational Needs.

Approved by the GB on

Next review: April 2022