SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITY) AND INCLUSION POLICY

Approved by:	Full Governing Body	**Date:**	October 2025
Next review due by:	October 2026		

SEND AND INCLUSION POLICY

'Learning together, flourishing together: "With God, all things are possible."
Matthew 19:26

At Crawley Down Village C of E School all children are valued, respected and welcomed to the school whatever their needs. The School believes that each child is unique and is a valued and important member of the school community. We recognise that the goals for each child are the same but the help that individual children need in progressing towards them will be different.

1) Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the school environment.
- To attempt to remove or diminish barriers to learning.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement. (https://www.gov.uk/government/collections/national-curriculum).
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adapted curriculum. This is to be appropriate for the child and regularly reviewed.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To collaborate with parents/carers and pupils and other agencies in all aspects of SEND provision.
- To ensure that all teachers are trained to identify pupils with SEND and to meet individual pupils' needs, through well-targeted continuing professional development.
- To ensure that every member of staff in school has high expectations of all pupils including those with SEND.
- To value diversity.
- To ensure early identification of pupils with SEND.

LEGISLATION AND GUIDANCE.

This policy 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, SEND Co-Ordinator's (SENDCos) and the SEND information report.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a* ***significantly greater difficulty in learning than the majority of others of the same age****. Special educational provision means* ***educational or training provision that is additional to, or different from,*** *that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.***

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

3) Admissions Procedures

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the needs of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:
    - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
    - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs could be better met in specialist provision.

4) Collaboration and consultation with children and their parents/carers

- Children and parents/carers will be invited to collaborate with class teachers in the Individual Learning Plan (ILP) writing process.
- Progress towards the identified targets will be shared with parents termly through ILP parent meetings and the school reporting system.
- Pupils will have new ILP targets written around October half-term annually. These will be reviewed termly around February half-term and May half-term. Year 6 pupils' ILPs will have a final review in July which will be shared with their secondary school.

- At any other time, parents/carers are encouraged to arrange an appointment to discuss their child's progress with their class teacher or the Inclusion Lead.
- If any further assessments or consultation with external agencies are required parents/carers will always be asked for their permission before this is done.

5) Identifying pupils with SEND

The identification of Special Educational Needs or Disabilities (SEND) is built in to the overall approach to monitoring progress and development of all pupils. Regular assessments of progress are carried out alongside regular pupil progress review meetings. It is important that pupils who are making less than expected progress given their age and individual circumstances are identified. This can be characterised as progress which:

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

It can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with social or emotional needs.

At each progress review, the provision each child needs will be identified and children allocated to a stage on the school's Graduated Response (appendix A). To access additional support at a higher stage, the class teacher will use the graduated approach flowcharts (appendix C) to provide a graduated response to an identified need.

All pupils will be monitored closely using the graduated approach but pupils may be monitored especially closely and later identified as having an SEND if:

- Concerns are raised by parents/carers, external agencies, or the pupil's previous school.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Observation of the pupil indicates that they may have additional needs.
- A pupil asks for help.

6) Provision for Pupils with SEND

We use the graduated approach from the Code of Practice (2015) to write Individual Learning Plans (ILPs). These ILPS:

Assess – what pupils can do and what they have difficulties with. This enables class teachers to identify next steps and targets.

Plan – appropriate strategies and intervention to achieve these targets.

Do – carry out these strategies or interventions to achieve these targets.

Review – evaluate whether the pupil has achieved these targets and whether the interventions/strategies were effective. This will be done in collaboration with parents/carers and the pupil.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- Cclassroom observation by the senior leadership team, the Inclusion Lead, subject leaders, external verifiers.
- Oon-going assessment of progress made by pupils with SEND.
- Wwork sampling and scrutiny of planning to ensure effective matching of work to pupil need.

- pupil and parent/carer feedback.

7) Transition Arrangements

A number of strategies are in place to enable effective transition. These include:
On entry:

- A planned introduction programme is delivered in the summer term/early September to support transfer for pupils starting Reception in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Inclusion Lead will arrange a telephone conversation or meeting with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be planned prior to starting.

If pupils are transferring from another setting, the previous school records will be requested immediately and a telephone conversation or meeting set up with parents to identify and reduce any concerns.

Transition to Secondary School:

- For pupils transferring to local schools, the Inclusion Lead/SENDCOs of both schools will discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Electronic and paper files will be sent to the secondary schools.
- Enhanced transition will be arranged by the Inclusion Lead for those who require it. This may include additional visits or support from external agencies.

8) Joint working with specialist external agencies

We are committed to working with specialist external agencies. This includes but is not limited to:

- Educational Psychologists
- Community Mental Health Liaison Team
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- West Sussex Autism and Social Communication Team
- West Sussex Learning and Behaviour Advisory Team
- Speech and Language Therapists
- Paediatricians
- School Nurses
- Early Help Family Support Workers
- Children's Social Care
- The Local Authority

9) Education, Health and Care Plans (EHCPs)

If a child reaches level 4 on the graduated approach and still is not making progress or the school are concerned about the progress that the pupil is making, or the child continues to need a high-level of adult support (not sustainable within the notional budget) the educational setting or parent/carer may consider requesting an assessment to see whether an Education, Health and Care Plan is needed. In the first instance parents/carers are encouraged to speak to the Inclusion Lead to discuss this further.

10) Contact Information

Inclusion Lead – Mrs Emily Deadman SEN@crawleydownschool.com
SEND and Inclusion Governor – Vikki Heasman
Contact via the school office on 01342 713292 or office@crawleydownschool.com

Appendix A:

Graduated response to support and intervention for pupils with Additional Needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	• High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Attention paid to different learning styles • Carefully planned adaptations, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback See OAIP	• Adapted planning and outcomes • Reviewed at Pupil Progress meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps	Class Teacher
2	Early intervention support (Not on SEND Register)	In addition to Stage 1: • Support within class through small groups and individual support (e.g. cut away, workshops) • Adaptation of the curriculum to meet individual learning needs • Tools and resources to support access See OAIP	• Adapted planning and outcomes • Reviewed at Pupil Progress meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps	Class Teacher
3	Targeted, additional support (Not on SEND Register)	In addition to Stages 1 - 2: • Early intervention and personalised provision • Targeted support within class through small groups and working individually with an adult • Additional intervention groups or individual programmes between 8-20 weeks. Reviewed 6 weekly. • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment • Investigation of strengths and needs	• Adapted planning and outcomes • Reviewed at Pupil Progress meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps • Intervention trackers completed to record impact • Interventions added to class	Class Teacher SLT Inclusion Lead

			provision map and whole school provision map • Inclusion Lead made aware (Initial Concern form completed)	
4	Targeted, intensive additional support (SEND register)	In addition to Stages 1 – 3: • Multi-professional planning and coordinated support may be in place e.g. E.P. Service, ASCT, LBAT, Health colleagues and CAMHS etc • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum	• Individual Education Plan with at least termly review • Parents have termly meetings with Class Teacher (with Inclusion Lead if needed) • Inclusion Lead monitoring provision • Interventions added to class provision map and whole school provision map	Class Teacher SLT Inclusion Lead
	Request for EHCNA	In addition to above: • Individual provision map	In addition to above: • Individual provision map	
5	EHCP	In addition to Stages 1 – 4: • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Individual provision map	• Statutory provision outlined on the EHCP • Annual Review Meeting • Annual Review Report • Individual Education Plan reviewed at least termly • Termly meetings with Inclusion Lead	Class Teacher Inclusion Lead

			• Inclusion Lead monitoring provision • Intervention identified on whole school provision map. • Individual provision map	

Appendix B

Roles and Responsibilities

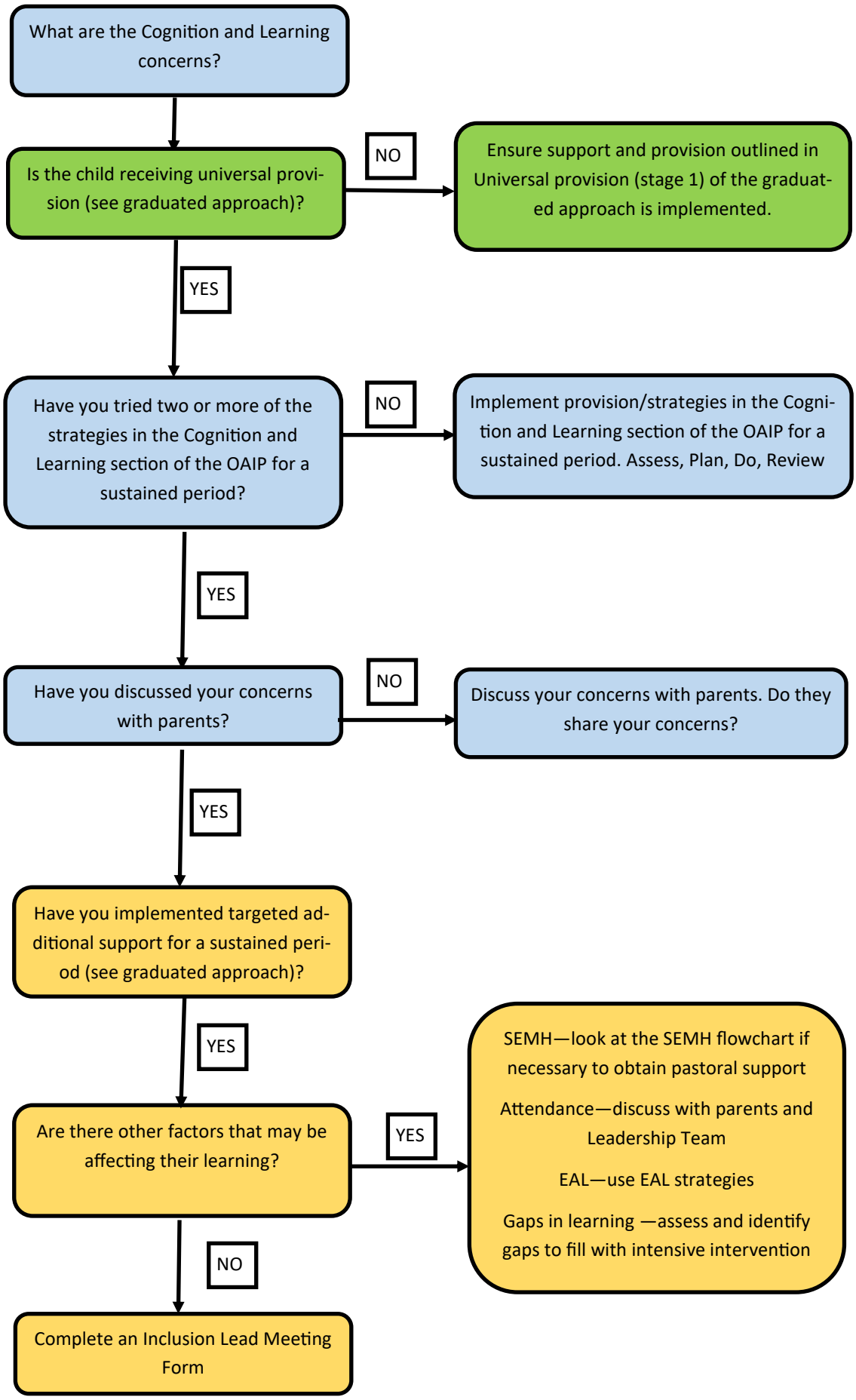
Roles	**Role**	**Responsibilities**
SEND governor	Strategic overview, support and challenge	Meet with Inclusion Lead on a termly basis. Provide written records for each visit. Provide support and challenge to the leadership team in relation to SEND Provide regular updates to whole Governing Body in relation to SEND Triangulate sources of evidence in order to understand progress the school is making towards school improvement for SEND.
Headteacher	Strategic responsibility of SEND, intent, implementation and impact.	Hold senior leaders and Inclusion Lead to account for the quality of SEND provision to ensure the SEND Policy and Information Report are current and reflect provision. Ensure effective communication with parents in order to keep them informed about inclusive practice within the school and in regard to the individual SEND provision and progress of their child. Act as a role model for all staff in regard to inclusive behaviour and expectations.
Inclusion Lead	Co-ordination of SEND provision and deployment of staff. Monitoring of SEND provision. Data analysis and evaluation of impact. Integral focus on SEND in all lesson observations.	Ensure all staff comply with systems for SEND. Ensure accurate and ongoing identification of need to inform provision. Monitor the quality of SEND provision within lessons. Quality assure planning for SEND learners and provide feedback to teachers. Lead pupil progress meetings and support and challenge in relation to pupil progress. Analyse data and use information to inform planning. Lead self-evaluation of provision for SEND. Support teachers to complete Individual learning plans/pupil passports and class provision map. Quality assure individual learning plans, pupil passports and provision map. Check individual learning plans/pupil passports and Provision Map are completed within agreed timescales. Review and oversee graduated approach class lists. Liaise with external agencies, including completing any written documentation.
Deputy Head/Assistant Heads	Monitoring of pupil progress within key stage group. Monitoring of high-quality inclusive teaching and provision for SEND within key stage.	Ensure all staff comply with systems for SEND. Monitor the quality of SEND provision within lessons. Quality assure planning for SEND learners and provide feedback to teachers. Lead pupil progress meetings and support and challenge in relation to pupil progress. Analyse data and use information to inform planning.

	Oversight of TA deployment and intervention across key stage.	
Subject Leaders	Monitoring of high-quality inclusive teaching and provision for SEND within subject.	Ensure the curriculum in their subject is adapted to meet the needs of all pupils. Ensure all staff comply with systems for SEND. Monitor the quality of SEND provision within lessons. Quality assure planning for SEND learners and provide feedback to teachers.
Class teachers	Delivery of inclusive teaching. Target setting. Monitoring progress of individual students. Monitoring of interventions.	Write ILPs - set SMART targets for pupils and plan interventions. Implement provision for pupils with SEND, including resources and equipment. Provide adapted work which meets the individual needs of learners. Write a class provision map. Oversee delivery of interventions. Make explicit links to interventions to support pupils in applying learning. Contribute to annual review process in writing and through attendance at meeting. Contribute to statutory assessment or meetings with external agencies where applicable. Provide planning for support staff to give them time to prepare for lessons. Complete shared planning in good time for teachers to personalise for their class. Identify pupils for concern and contribute to the assess, plan, do and review cycle. Update the Graduated Approach half-termly.
Support staff	Delivery of interventions. Collation of data against targets.	Deliver structured interventions following delivery protocols. Record and track delivery of interventions. Record progress towards intervention targets and communicate with class teacher. Support class teacher in collating documentation in preparation for Inclusion Lead. Read and be familiar with planning in order to be prepared for delivery. Scaffold pupils' learning and encourage independence.

Appendix C – Flowcharts

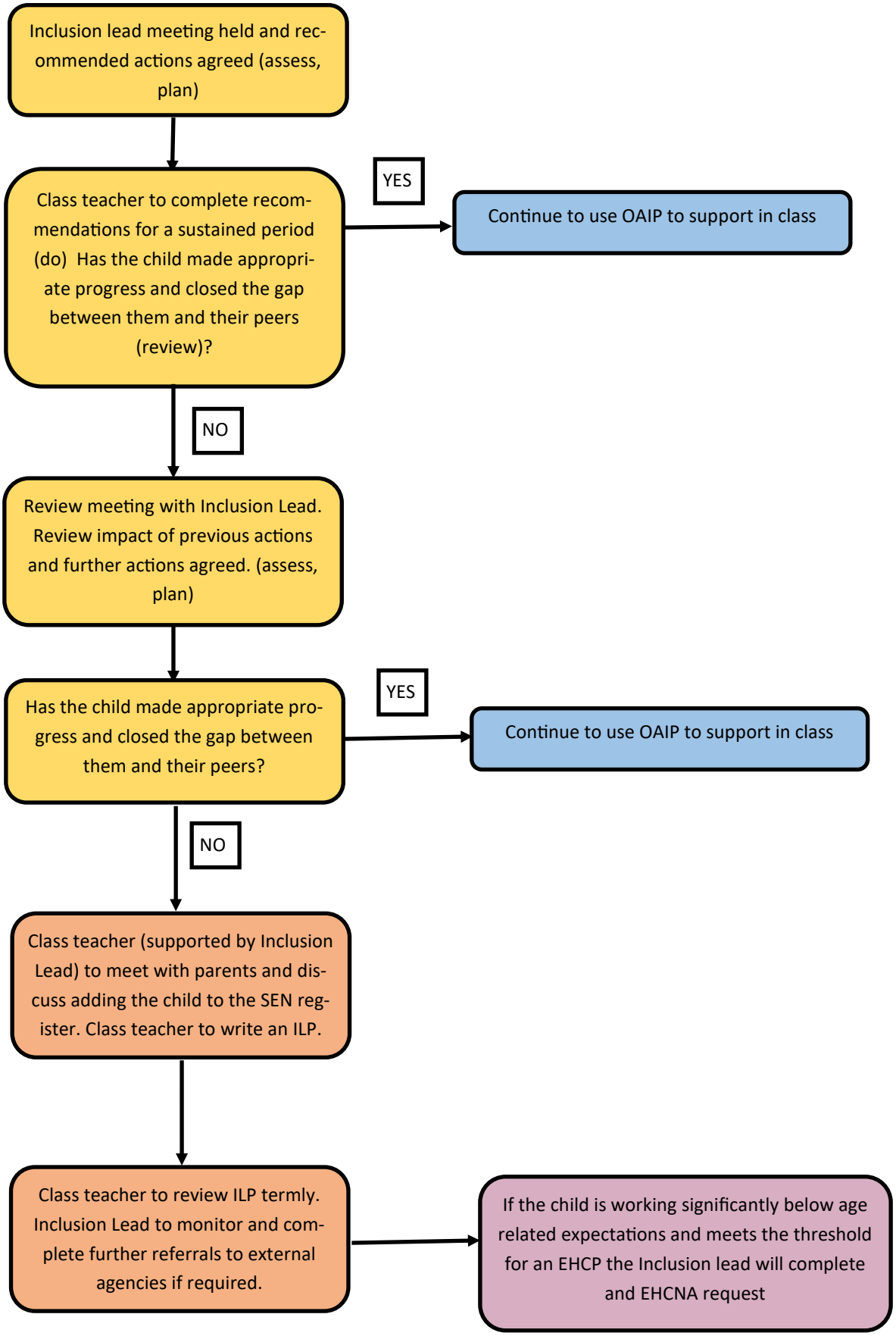
Cognition and Learning Flowchart

Part 1—Teachers



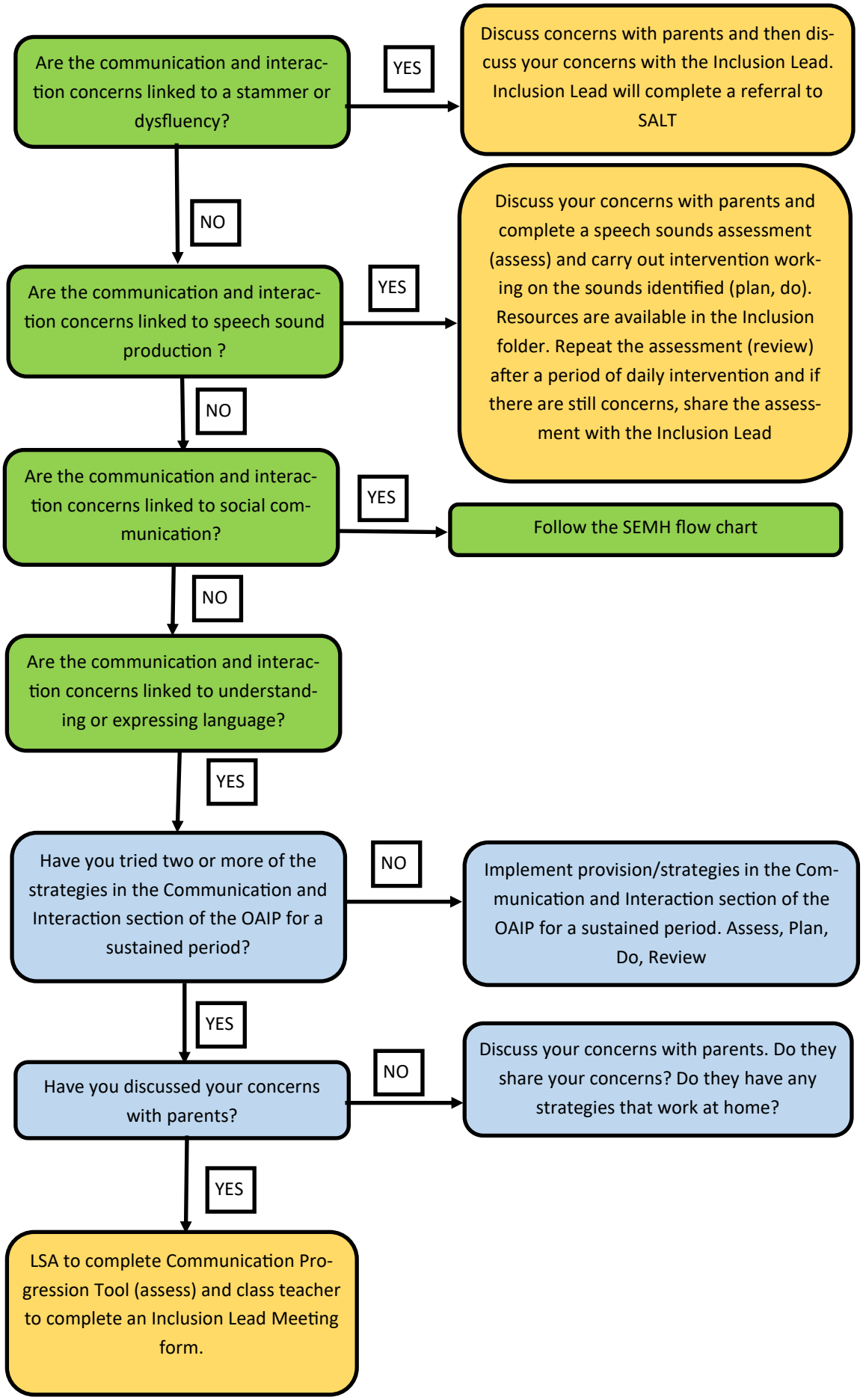
Cognition and Learning Flowchart

Part 2—Inclusion Lead



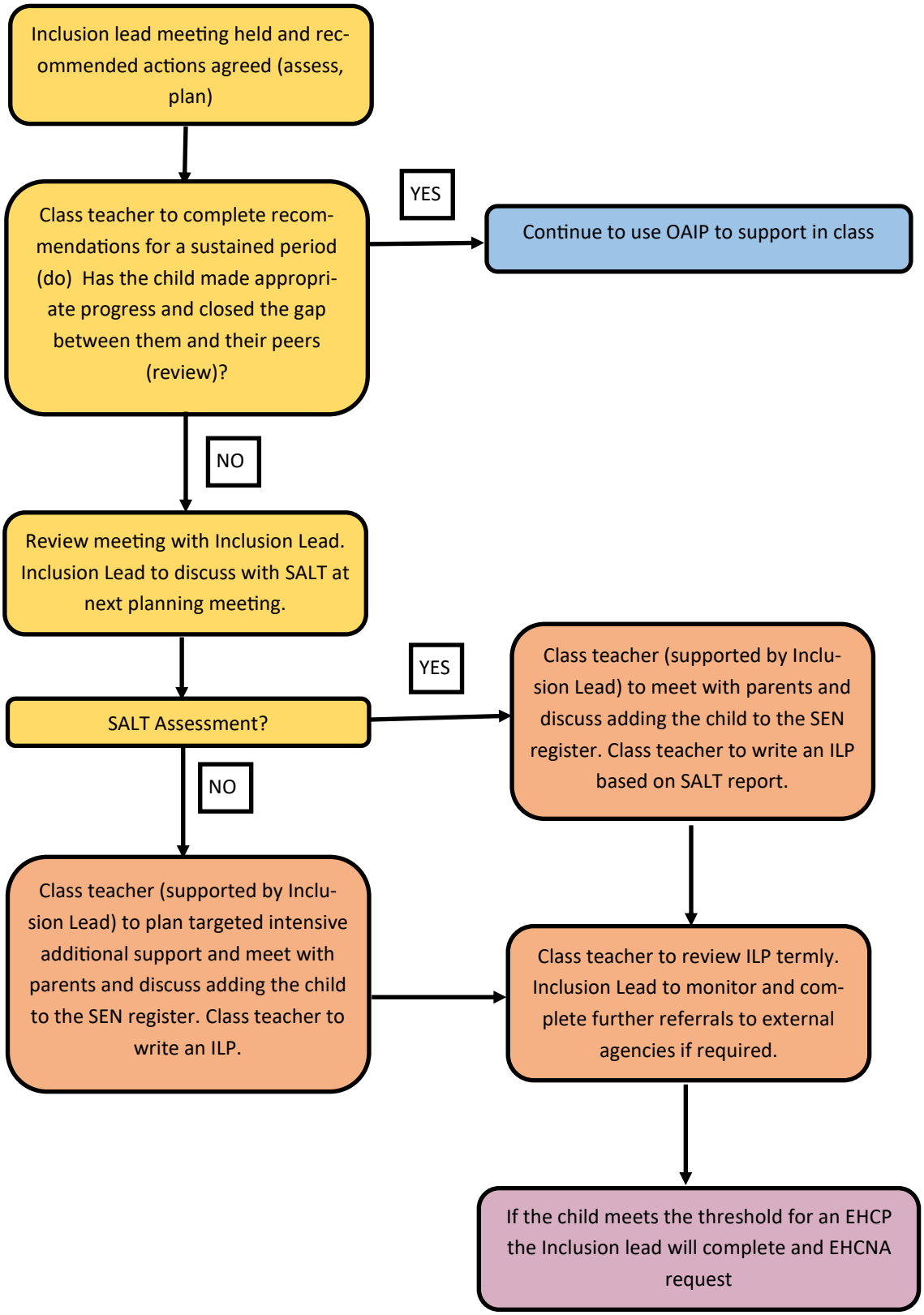
Communication and Interaction Flowchart

Part 1—Teachers



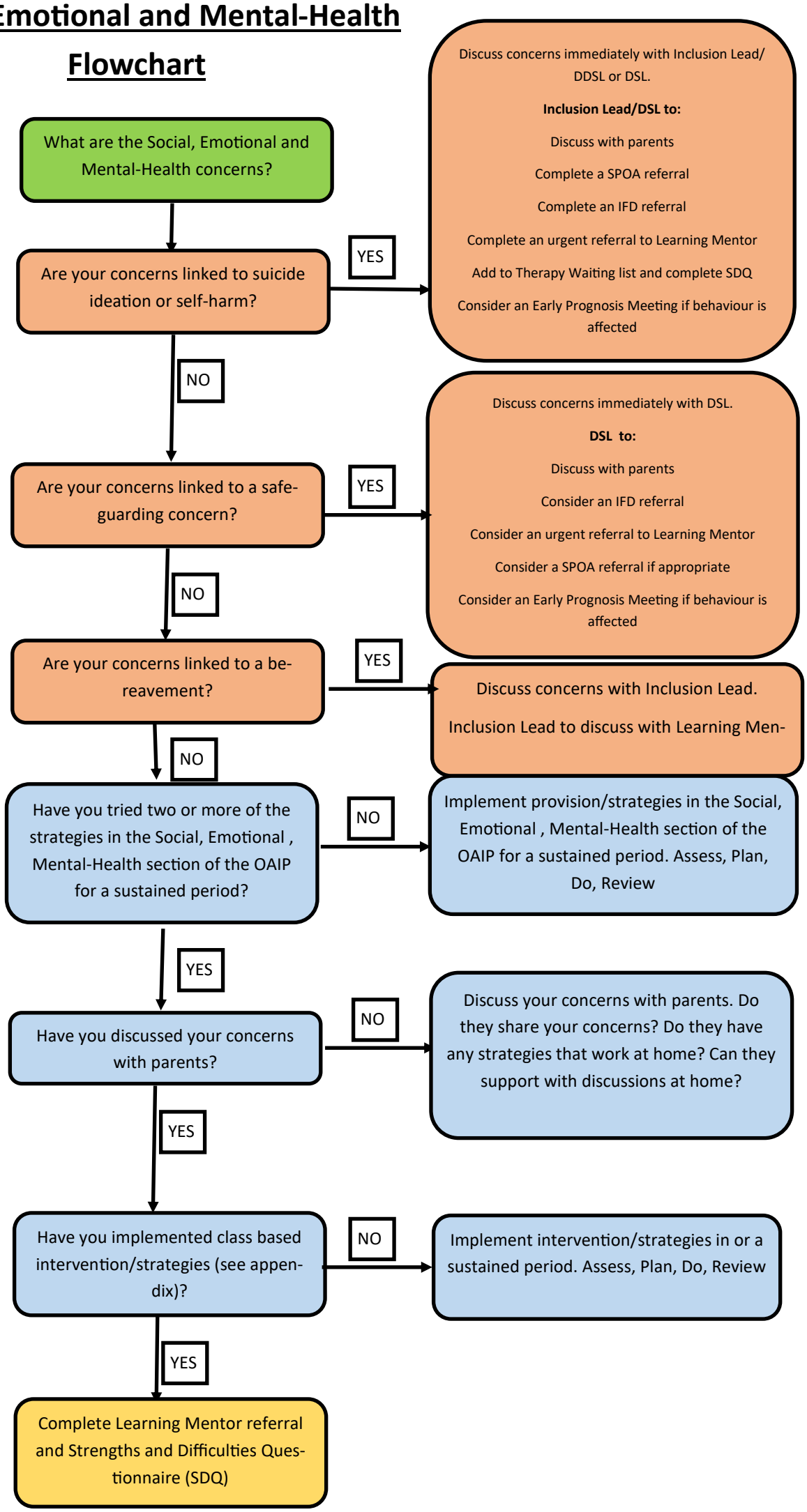
Communication and Interaction Flowchart

Part 2—Inclusion Lead



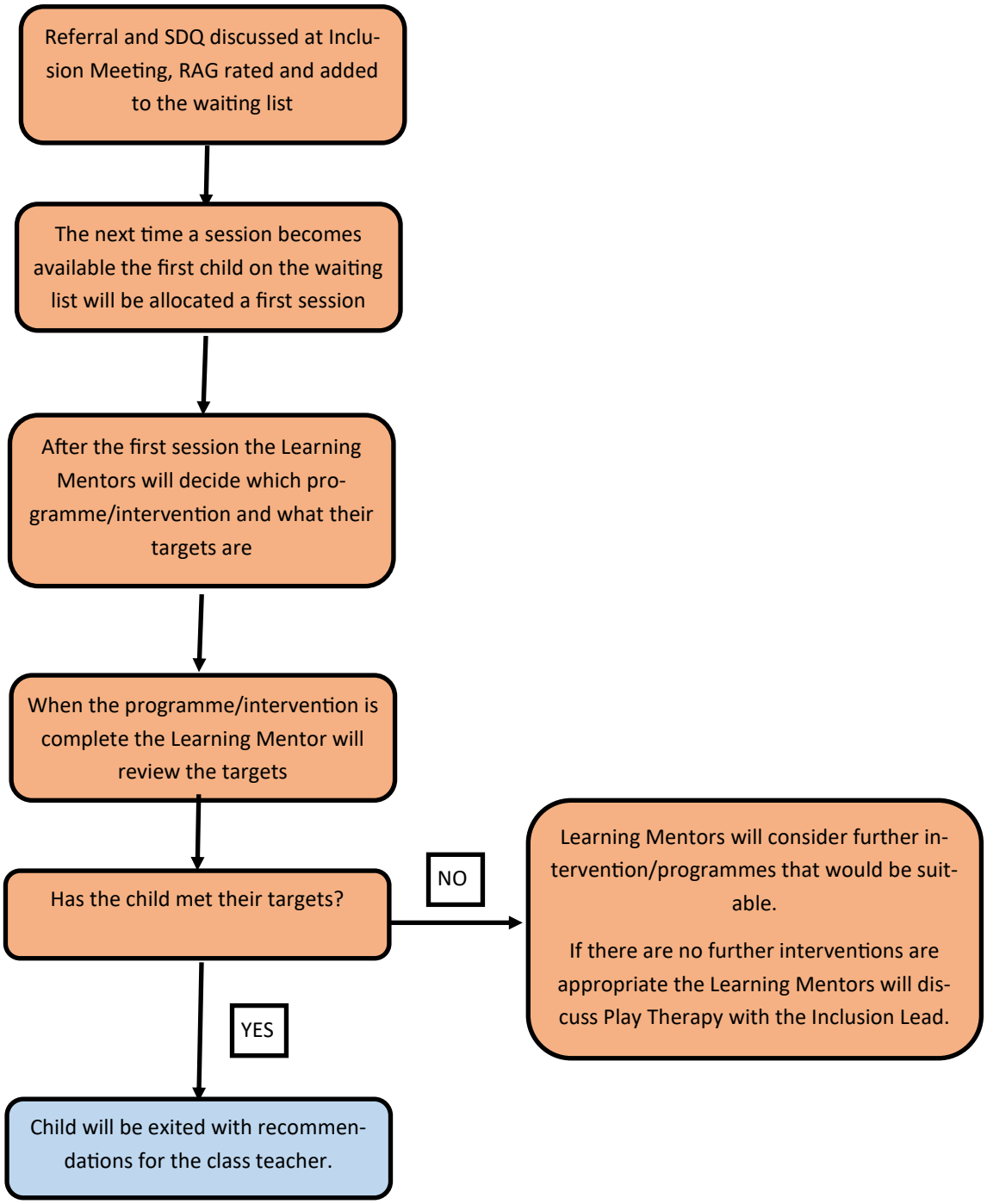
Social, Emotional and Mental-Health Flowchart

Part 1—



Social, Emotional and Mental-Health Flowchart

Part 2—Learning Mentors

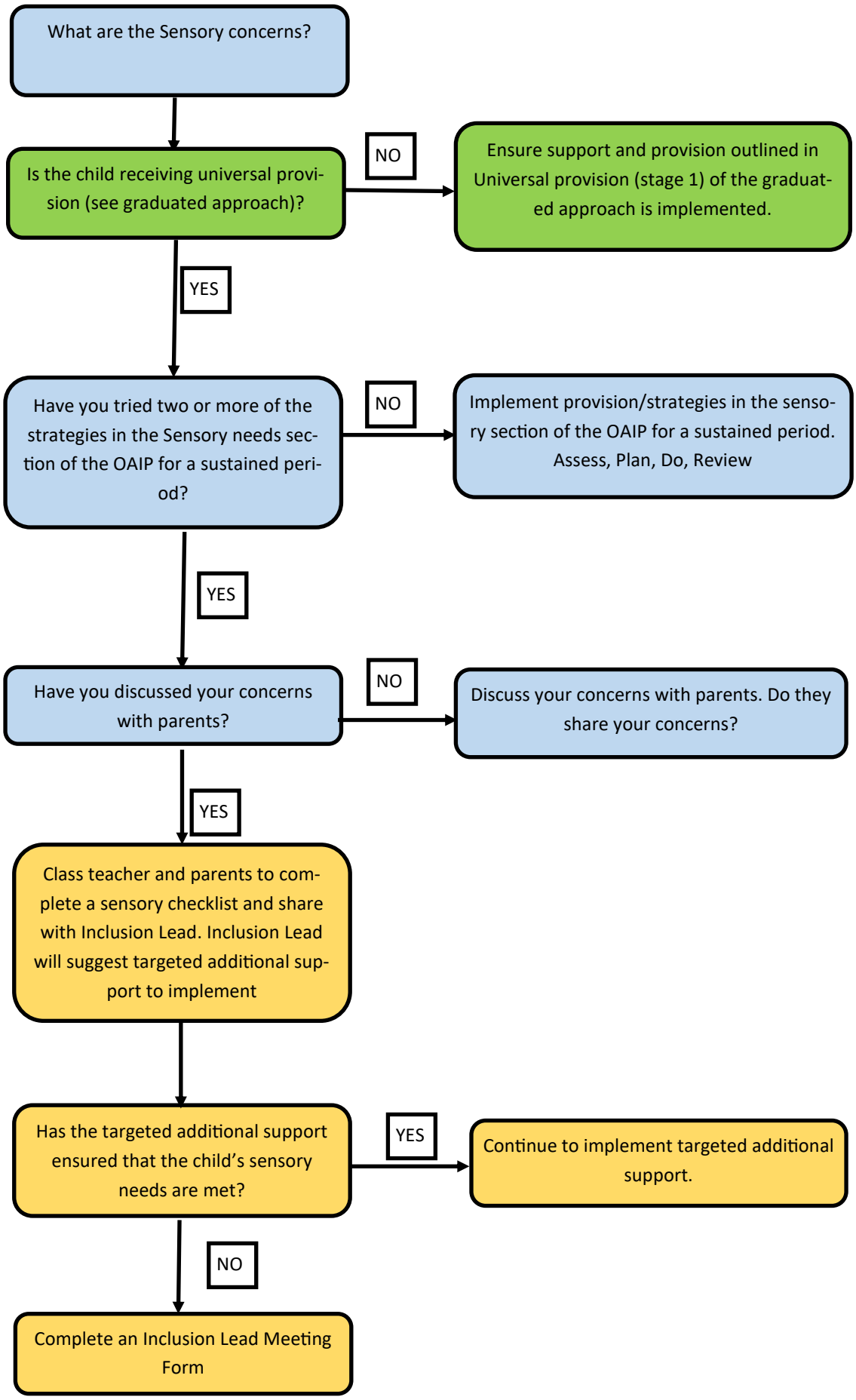


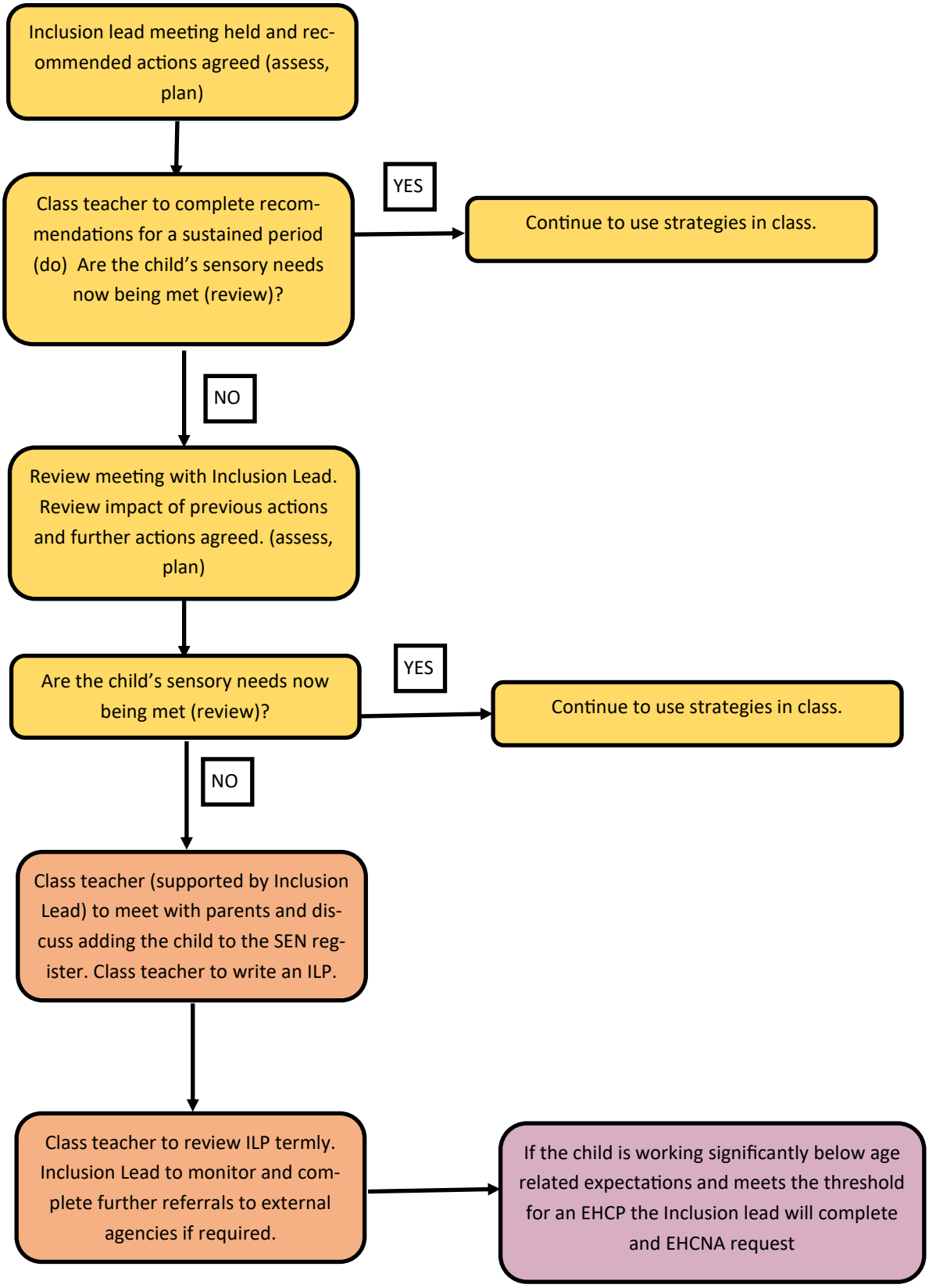
Suggestions for class based interventions/strategies:

- Lego Therapy
- Buddy system
- Regular adult check ins
- Sensory circuits
- Facilitating particular friendships
- Broadening friendships
- Building relationships with a key adult
- Social skills assessment and intervention
- Starving the Anxiety Gremlin

Sensory Flowchart

Part 1—Teachers



Sensory Flowchart

Part 2—Inclusion Lead