



Whole School Special Educational Needs and Disability (SEND) Policy (Includes EYFS and Out of School Provision)

Please also refer to '**Whole School Admissions Policy and Procedures**', '**Whole School Equal Opportunities Policy for Pupils**', '**Reasonable Adjustments for Pupils**', '**Whole School Disability Policy for Pupils**', '**Whole School EAL Policy**' and '**Whole School Accessibility Policy and 3 –Year Plan**'.

Policy Statement:

This policy is in keeping with the School's aims, its teaching and learning policies, and its policy on equality of opportunity. The School is committed to a policy of inclusion, one in which the teaching, learning, achievements, attitudes and well-being of all pupils' matter, including those identified as having needs 'different from' or 'additional to' those normally provided for pupils of the same age. 'The Code of Practice' (January 2015) states that:

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

- a) Has a significantly greater difficulty in learning than the majority of children of the same age; or*
- b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.'*

We are committed to equal opportunities and show due regard in our work, policy and procedures to 'SENDA' 2001 and to the new 'SEN Code of Practice 2015' which took effect from January 2015.

We seek to make appropriate adjustments to procedures and policies to ensure pupils with disabilities are not put at a substantial disadvantage; this includes assessment of progress, lesson planning, behaviour management and extra-curricular enrichment activities.

This policy is available to all interested parties via the School website and in the Cranford School Policies section of the Whole School Staff Teams area on Microsoft Teams for all staff to read. It is reviewed annually, and when events or legislation requires, by the Headmaster, the Deputy Head (Academic) and SENCo (Junior School), SENCo (Senior School) and the Governors. The next review date is March 2026.

Key Individuals Involved in SEND Policy:

- **Governors:** At Cranford School the Governors are involved in developing and monitoring the School's SEND policy. There is a named Governor who is knowledgeable about the School's SEND provision, including funding, resources and personnel. SEND provision is an integral part of the School Development Plan and the quality of the LDD provision is continually monitored. The named Governor involved in Special Educational Needs is
- **Senior Leadership Team:** The SLT is involved in developing and monitoring the School's SEND policy and leadership of SEND policy, provision and monitoring sits within SLT with the Deputy Head (Academic) and SENCo.
- **The SENCo: the school has a Senior School SENCo and Junior School SENCo** leading a team of specialist TAs from EYFS/KS1, KS2 and KS3/4/5.
- The Team comprises a specialist SEND TA in Junior school and lead assessor working across all phases,; 4 additional TAs, working in Senior school with specialist qualifications in Literacy/Dyslexia. The SENCo ensures that any decisions made by SLT take into account the needs of all pupils including those with a learning difficulty or disability.

Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance. This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

Definitions

Special educational needs

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

They have a learning difficulty or disability if they have:

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

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

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning

Pupils with learning difficulties usually learn at a slower pace than their peers.

A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Objectives of the SEND Policy:

- To ensure that all pupils have access to a broad, balanced and relevant curriculum that is differentiated to meet their individual needs;
- To ensure early identification, assessment and provision for any pupil who may have special educational needs;
- To help every pupil realise his or her full potential and optimise their self-esteem;
- To enable all staff to play a part in identifying pupils with SEND and to take responsibility for recognising and addressing their individual needs;
- To encourage the whole School community to demonstrate a positive attitude towards pupils with additional needs ;
- To encourage an effective parent-school partnership in developing and implementing a joint learning approach at home and at School;
- To ensure a pupil and family-centred approach, encouraging and supporting pupils to participate in all decision-making processes that occur in their education, taking into account their views and personal targets;
- To follow the 'Code of SEN Practice 2015' which recommends a graduated approach, integrated into Quality First Teaching (QFT), whereby appropriate support, actions and interventions are matched to the individual pupil's needs and regularly reviewed;
- To ensure that no pupil with a disability is put at substantial disadvantage.

EYFS Key Themes and Commitments:

This policy corresponds with the following 'EYFS Key Themes and Commitments':

- A Unique Child (1.1 Child Development, 1.2 Inclusive Practice, 1.4 Health and Well-being)
- Positive Relationships (2.1 Respecting each other, 2.2 Parents as Partners, 2.3 Supporting Learning, 2.4 Key Person)
- Enabling Environments (3.2 Supporting Every Child, 3.3 The Learning Environment, 3.4 The Wider Context)
- Learning and Development (4.1 Play and Exploration, 4.2 Active Learning, 4.3 Creativity and Critical Thinking)

This policy has regard to the 'Statutory Framework for the Early Years Foundation Stage' Safeguarding and Welfare Requirement: Special Educational Needs (3.68: 'Providers must have arrangements in place to support children with SEN or disabilities').

Special Educational Provision

It is important to note that, other than for the Pre-School and Reception, our School's SEND policy document is guided by the 'Code of Practice 2015' as required by Part IV of the 1996 'Education Act', but it is not governed by the 'Code of Practice 2015'.

It takes into account the education settings introduced by the 'Special Educational Needs Disability Act' (SENDA 2001). Early Years provision is governed by the 'SEN Code of Practice 2015'.

The SENCo and SEND Team offer support and expertise to the whole School to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning. However, The SEND Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. The responsibility and accountability for the progress and development of pupils with SEND lies with the class or subject teacher and Quality First Teaching (QFT) lies at the heart of progress for all pupils.

We employ a range of strategies to achieve this, including:

- Identification and assessment of individual needs, liaising with external assessors or agencies where necessary;
- Designing individual learning programmes (IEPs);
- Advising and working with colleagues (academic & pastoral);
- Monitoring progress against baseline data;
- Liaising with external agencies;
- Communicating with parents.

Identification and Assessment of Special Educational Needs:

At Cranford School, places are not offered due to academic ability alone. Our School is a place where children with a whole host of interests both inside and beyond the classroom thrive. Treating every child as an individual is important to us, and we welcome pupils with learning difficulties and disabilities, providing that we can support them appropriately and fully. We do not, however, have the facilities to offer highly specialised and intensive treatments or an alternative curriculum.

We advise parents of children with special educational needs to discuss their child's requirements with us before he or she enters the School, so that adequate provision can be made. Parents should provide copies of any external specialist reports to support their application.

A pupil's needs may also become apparent through:

1. The Admissions Procedure;
2. Teaching within the classroom;
3. Screening procedure;
4. Parental expressions of concern;
5. Assessment undertaken by the SEND Team
6. Other source(s).

The responsibility for progress remains firmly with the class teacher and the emphasis is on Quality First Teaching.

I. The Admissions Procedure:

(Please refer to the **'Whole School Admissions Policy and Procedures'** on the website in the Cranford School Policies section of the Whole School Staff Teams area on Microsoft Teams for all staff to read);

- The pupils may undertake short assessments in Mathematics or Literacy administered by the class teacher;
- All pupils wishing to join the School at any entrance point will undergo age-appropriate screening tests when they attend either an assessment day or an individual taster day.

This is administered by the Director of Admissions and analysed by the Deputy Heads, particularly the Deputy Head (Academic) and SENCo. During the Admissions Procedure, it may become evident, either from information given by parents, test results, or from previous school reports, that the pupil has a learning difficulty or disability. It may then be appropriate to further test or investigate the specific needs of the pupil and, therefore, the child may be called back for a further visit. Any future intervention required will be discussed at this point.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible

Each pupil with additional needs requires individual consideration. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their advisers, the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the School.

Cranford School is committed to treating its pupils and applicants fairly. According to the 'Equality Act' 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled. Please refer to the School's **'Reasonable Adjustments for Pupils'** policy, **'Whole School Equal Opportunities Policy and Procedures for Pupils'** and **'Whole School Disability Policy for Pupils'** for further details, all of which are located on the School website and in the Cranford School Policies section of the Whole School Staff Teams area on Microsoft Teams for all staff to read

2. Teaching within the Classroom:

If a class teacher feels that a pupil is showing signs of under-achieving or having a specific learning difficulty, then appropriate adaptations, support and strategies will be put in place, after consultation with SENCo and Learning Support staff, with an emphasis remaining on quality first teaching and differentiation in the classroom.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

If it is felt that the pupil is not responding to further levels of intervention, then a referral for assessment by an appropriate educational professional (Educational Psychologist, Speech and Language Therapist, Occupational Therapist, etc.) may be recommended.

If it is felt that the pupil would benefit from extra support, and parents are in agreement, then further provision will be arranged, under the guidance and oversight of the class teacher and SENCo. The views of pupils and parents remain central to the process throughout.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be shared with staff through IEPs and Learning Profiles.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's Form or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil
- The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Home Learning and Lockdowns:

In the event of a temporary Whole School closure due to local lockdown, rotation of attendance through Year Groups or temporary isolation of a Year Group 'bubble' pupils with SEN/D will have continued provision in accordance with the aims and purposes of this Policy document. The SENCo and Learning Support staff will liaise with pupils and parents as necessary to ensure continuation of appropriate provision.

In the event of pupils with disabilities who are subject to individual self-isolation requirements and unable to physically attend school:

- Pupils will have access to the live-streamed in-school lessons via Teams, and/or appropriate learning resources and support;
- Teacher resources and class work can be shared via OneNote, work can be completed and uploaded via OneNote; marking and feedback will be provided as per the School's **'Whole School Marking and Feedback Policy and Procedures (including EYFS)'** and assessment protocols as appropriate;
- Teachers and Form Tutors will 'check-in' with and monitor the progress of pupils who are home learning on a regular basis.

3. Expressions of Concern:

Either during the Admissions Procedure, or subsequent to the pupil joining the School, parents may express a concern about their child's progress. This will at first be dealt with by the relevant Form Tutor, Head of Year and Deputy Head (Academic) and SENCo. The concern will be followed up and relevant advice given, and interventions planned as necessary.

Parents may elect to have their child assessed by an external agency, or the School may advise this. The School will then request a copy of the report and will discuss the findings of the report with the parents. Depending on the findings and recommendations, the pupil may then have support within School.

Similarly, teaching staff may raise a concern if a pupil is not making progress in relation to their peer group. The SENCo may recommend specific assessments to be carried out to assess the pupil and screen for the possibility of a specific learning difficulty. If appropriate, it may be recommended that a comprehensive diagnostic assessment is carried. Any classroom recommendations will be circulated to all staff by the SENCo in an Individual Education or Learning Profile devised for the pupil and discussed with parents; a copy of the report will be retained on file for future reference and to ensure all examination Access Arrangements, if relevant, can be applied for. An assessment by an appropriately qualified assessor will be needed in the Senior School in order to apply for Access Arrangements for GCSE and A-level examinations.

Physical Disability:

We recognise that some children with learning difficulties and disabilities may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Cranford School's **'Whole School Accessibility Policy'** and **'Whole School Disability Policy and Procedures for Pupils'** from the School website. These show the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

If a pupil has a physical disability, medical information is outlined in the individual pupil's medical records. Lists of all pupils with medical problems or requiring any special disability provisions are available for staff in the Policies folder on the internal R: Drive, the School's Matron and on SIMS.

The School is committed to ensuring that reasonable adjustments are made in order that a child with a physical disability is afforded the same opportunities, in terms of educational and social opportunities, as the able-bodied child. Please refer to the School's '**Reasonable Adjustments for Pupils**' policy which is located on the School website and in the Policies folder on the internal R: Drive.

English as an Additional Language (EAL):

In cases where a pupil's level of fluency in English is such that accessing the curriculum at Cranford School would prove challenging, we may recommend that tuition in English as an additional language is necessary. See '**Whole School EAL Policy**' for more details.

The School has the right to deviate from its policies as it sees fit.

Reviewed: September 2025: Deputy Head (Academic) and SENCo (Juniors), SENCo (Seniors), Headmaster and Governors

Review Due: September 2026: Deputy Head (Academic) and SENCo (Juniors), SENCo (Seniors), Headmaster and Governors

