Cranford Park Academy

SEN Policy

2026-27

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Version History

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
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To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

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1.0 INTRODUCTION

The Park Federation Academy Trust Special Educational Needs Policy pervades all curriculum policies in the Trust. Some children have barriers to learning that mean they have special needs and require particular action by the Trust.

These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children has a learning difficulty or disability if he or she:

a. have a significantly greater difficulty in learning than the majority of children of the same age; or
b. have 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 or post-16 institutions.
c. Children aged 2 or more who require educational provision or training that is additional to or different from that made generally for other children of the same age.

(The above definition of SEN is taken from the introduction of the SEN Code of Practice. (2015) Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- Social, emotional and Mental Health;
- sensory and/or physical needs;

Children may experience Special Educational needs at any point during their school career, some of these may be long lasting, while others may be short term. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2.0 EQUAL OPPORTUNITIES & INCLUSION

This policy has been updated in line with the SEN Code of Practice 2015 (which takes guidance from: Part 3 of the Children and Families Act 2014, The special Educational Needs and Disability Regulations 2014, The Special Educational Needs (personal Budget) Regulation 2014 and the Special Educational Needs and Disability (Detained Persons) Regulations 2015) and the government consultation on provision for children with SEN, Support and aspiration: a new approach to special educational needs and disability. It is part of a whole school strategy to promote the inclusion and 'effective learning for all pupils' (National Curriculum 2000). The Board of Directors will review this policy in the light of any new legislation.

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. The school environment is fully accessible to the physically disabled and thought is given to ensure that social participation is maximised. Pupils with social and emotional difficulties are supported to better understand themselves and their peers through a range of initiatives. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have as full access to the Curriculum as possible.

3.0 AIMS AND OBJECTIVES

The aims of The Park Federation Academy Trust are sympathetic to the aims stated in the Local Authority (LA). Policy for Special Educational Needs are guided by the SEN Code of Practice 2015 and any updates. We aim to work, with the LA, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources.

We encourage mutual respect and consideration as part of the ethos of our Trust and its academies. All pupils are valued and we work to promote pupils' 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).

4.0 PARTNERSHIP WITH PARENTS/CARERS

The Trust works in partnership with parents and carers. This is a Trust priority in line with the SEN Code of Practice. We work to enable and empower parents and carers by;

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing

- instilling confidence that the academy will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the Trust can help their child
- agreeing targets for their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent-friendly' and accessible way

5.0 INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). We endeavour to fully involve pupils wherever possible by :

- Asking them to think about what they would like to become as adults and how they can reach that goal. (in line with LA advice)
- Helping them understand their strengths and difficulties.
- Teaching them how to self-assess their work against success criteria.
- Asking them to reflect on the provision made for them and their views on how it could be more successful.
- Contribute to formal reviews by providing their views.
- We ensure that pupil perceptions of the support and process are included in monitoring and evaluation procedures.

We also ensure that all pupils have access to a designated member of staff for support and to allow pupils to express any concerns they may have.

6.0 MANAGEMENT OF SEN WITHIN THE TRUST

We recognise that all members of staff are teachers of children with special educational needs. The Principal, Academy Council and the Board of Directors have delegated the responsibility for the day-to-day implementation of the policy to the Director of Inclusion. All members of staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensible attitude is shown towards those pupils.

In line with the recommendations in the revised Code of Practice the Director of Inclusion is responsible for:

- Ensuring the special needs of a child are understood by all members of staff in contact with that child.
- Overseeing the day-to-day operation of this policy
- Coordinating provision for children with special educational needs
- Liaising with and advising teachers
- Hosting annual review meetings
- Managing learning support assistants
- Overseeing the records on all children with sen
- Ensuring parents of children receiving sen support are formally notified.
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA (e.g. Psychology services, health and social services, and voluntary bodies)
- Ensuring that transitions are well managed.
- Keeping an up to date register of children receiving sen support.
- Keeping the principal, academy council and the board of directors fully informed. This will take place at regular intervals throughout the year.

The SEND governor is responsible for:

- Helping to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- Work with the Principal and Director of Inclusion to determine the strategic development of the SEN policy and provision in the school

The Principal is responsible for:

- Work with the Director of Inclusion and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Director of Inclusion or designated SEND Teacher to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

7.0 ADMISSION ARRANGEMENTS

No pupil will be refused admission to the Trust on the basis of his or her special educational need, unless the child is denied entry based on the boroughs criteria for acceptance for EHCP children. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
Cranford Park Academy has total access for wheelchair users.

8.0 SPECIAL PROVISION

Cranford Park Academy has wheelchair access throughout its buildings inclusive of platform lifts and at least two disabled toilets in the main building. Also, there are additional rails at both sides of each staircase and stairs and steps are marked for children with visual impairment.

The staff have expertise and have received training in the following areas:

- Implementing Additional Literacy Strategies work
- Implementing Additional Numeracy Strategies work
- Working with children with Hearing and Visual Impairment
- Working with children with behavioural difficulties
- Working with children with Downs Syndrome
- Distinguishing between an EAL child and a EAL/SEN child

- Working with children with Speech, Language and Communication needs
- Working with children with Autistic Spectrum Disorder
- Working with children with spld (dyslexia, dyspraxia and dyscalculia)

9.0 IDENTIFICATION AND ASSESSMENT

We accept the principle that pupil's needs should be identified and met as early as possible.

We adopt the following procedures for identification and assessment:

- The analysis of data including initial assessment in the Early Years, Foundation Stage Profile, baseline assessment, entry profiles, and end-of-key stage assessments.
- Engagement model for children unable to access subject specific curriculum
- Following up parental concern
- Pupil self-referral
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services
- Pupil Progress Meetings (termly)
- Informal observation

The Director of Inclusion and designated SEND Teacher maintain a record of pupils identified through the procedures listed. This record is reviewed regularly with individual teachers.

For some pupils, a more in-depth individual assessment may be undertaken by the academy. This may take many forms e.g. a reading assessment, an observation of the child, working 1-1 on some aspect, a specific questionnaire.

Expert opinion will be sought from external agencies where children are having significant difficulty learning or managing the social or physical aspects of school life.

10.0 CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work and apply the concept of Quality First Teaching in all lessons. They work to meet individual needs and to mark work and plan homework effectively.

We use ability groups, highly-focused and personalised small group work, and individual provision where appropriate.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

- In-class support for small groups with a specialist teacher or Learning Support Assistant (LSA)
- Small groups withdrawal with specialist teacher or LSA
- Individual class support/individual withdrawal
- For pupils with an EHCP (Education, Health, care plan), provision will be made in line with the provision and recommendations listed on the EHCP.

11.0 LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with education support services. For children with a special need, any one or more of the following agencies may be involved:

Educational Psychology Service (EPS)
Speech and Language Therapists
Occupational Therapists
SAS Inclusion Team
Physiotherapists.
Hearing and visual impairment team
Early Years Support Team
CAMHs

The Director of Inclusion will maintain links with SENCOs from other schools/academies.

12.0 LINKS WITH OTHER SERVICES

Effective working links will also be maintained with:
Community Health Service Social Services
Educational Welfare Service
School Nurse

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13.0 STAFF DEVELOPMENT AND TRAINING

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training. Input from external agencies is actively encouraged.

14.0 RESOURCES

The provision for SEN is supported by the SEN budget. The cost of provision is described in costed provision maps.

The allocation of funds is deployed to support the implementation of this policy.

15.0 Monitoring and Evaluation of SEN Provision

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

- Classroom observation (Director of Inclusion, the Senior Leadership Team, designated SEND Teacher, Principal etc.)
- Work sampling (as above)
- Scrutiny of planning (as above)
- Teacher interviews (as above)
- Informal feedback from all staff (as above)
- Pupil tracking (particularly the class teacher, Data Manager, Director for Inclusion, and designated SEND Teacher)
- Pupil review meetings and records of review meetings
- Monitoring individual targets in line with our Assess, plan, do, review cycle (APAR)
- Regular review meetings with parents in line with our Assess, plan, do, review cycle (APAR)
- Monitoring of all SEN interventions by the Director of Inclusion.
- Movement on the SEN register
- Attendance records

- Pupil interviews.

Monitoring of policy effectiveness:

- Reviewing number of children with SEN at the academy, and the levels of need (e.g. SEN Support or Educational health, Care Plan)
- Pupil Progress Termly Meetings
- There is movement on the SEN register, both up and down the levels of intervention
- All concerns are followed up as soon as possible
- Parents are informed about all expressions of concern
- Pupils with Assess, Plan, Do Review Cycles have the targets reviewed regularly in line with the Graduated Approach
- Meetings between the Principal and the Director of Inclusion.
- Pupils are aware of targets they need to achieve linked to their Assess, Plan, Do Review Cycles
- Relevant members of staff are aware of pupil targets
- Individual targets are SMART and written in accessible language
- Parents are informed of their child's targets at parents' evenings
- Teachers and support staff are aware of procedures
- All teachers' plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- SEN issues are included in staff development planning
- Teachers are aware of their responsibilities
- Raise online data or the equivalent
- Academy-level self-evaluation data.

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16.0 COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Principal and Chief Executive. The Chair of the relevant academy Councilor Chair of the Board of Directors may be involved if necessary.

This policy will be reviewed by the Board of Directors annually or earlier if it is considered necessary.

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