

Who should you talk to if you are concerned?

If you are concerned that your child might have SEND or you want to know about the provision that has been put in place for your child you should contact your child's class teacher first and then, if you want further clarification, the School's SENDCO, Amy Rowley.

For more general information, the link for the Worcestershire's local office.

www.worcestershire.gov.uk/SEND

Pastoral Care

The SENDCO can provide listening time and advice to families and children. She can also signpost a range of different organisations that might be able to offer additional help.

Behaviour Difficulties

All children benefit from our carefully designed Behaviour Policy which encourages and rewards good behaviour. In addition, responding to need, the school implements:

- Individual reward charts
- Individual behaviour plans
- Additional adult support
- Risk assessments to ensure the safety of all.

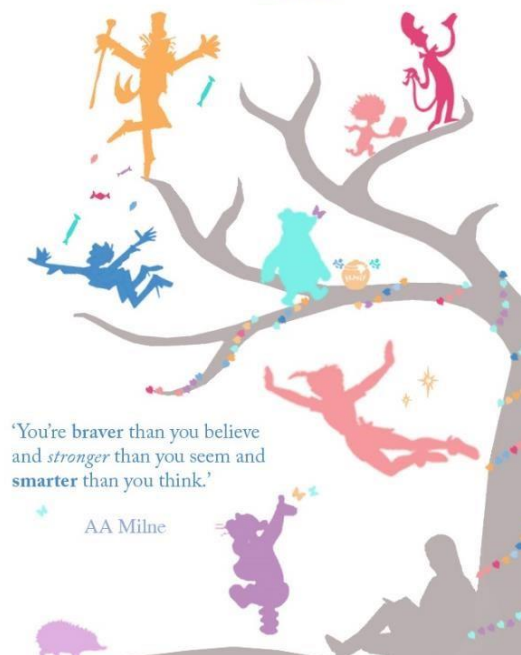


We always make reasonable adjustments to allow the inclusion of all pupils.

If your child is having trouble managing their behaviour, you will be kept fully informed through the behaviour management system that works in the school. If your child's behaviour is causing them to make slower progress than we would expect, they will be placed on the SEND pathway so that we can ensure that they make good progress in their learning.

'Never say goodbye, because saying goodbye means going away and going away means forgetting.'

Peter Pan



'You're braver than you believe and stronger than you seem and smarter than you think.'

AA Milne

Crowle C of E First School
Caring, Confident and Committed to Learning



What is SEND?

SEND stands for Special Education Needs and Disability. A pupil with SEND may need additional or different provision to their peers, to enable them to achieve their full potential.

The areas of SEND include:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health Needs
- Physical and Medical Needs
- Hearing Impairment
- Visual Impairment
- Multisensory Impairment/deafblindness

Crowle C of E First School is inclusive and we welcome all children. Our school is dedicated

to the swift identification of any SEND so that barriers to learning can be removed and that child can begin to make accelerated progress. Where a child has a recognised special need or disability, we will make reasonable adjustments to meet those needs, to ensure that your child thrives in our mainstream setting.

Our SEND pathway

There are several stages on the SEND pathway:

1. All children at Crowle C of E First School receive quality first teaching in all lessons. This ensures that most pupils can make good progress.
2. The assessment of learning is undertaken continuously at Crowle C of E First School. Additionally, formal assessments are undertaken once in each term. These assessments allow teachers to continually adapt learning content and delivery methods to provide for all children. Assessment identifies any child who is not making sufficient progress
3. In response to slow progress, the class teacher will adapt their teaching to offer different learning strategies and more direct intervention to address that child's needs. This will be discussed with you and your child at Parents' Evenings.



4. If your child does make progress – great. If they do not make good enough progress then the teacher will seek advice from the SENDCO. At this point the teacher will talk to you and your child and listen to your views.
5. Teachers will ask for advice and support from the SENDCO, who will offer suggestions for interventions that they might implement and possibly facilitate time for extra support.
6. An APDR plan will be written with you and your child. This is an individual learning plan with SMART (specific, measurable, agreed-upon, realistic and time-based) objectives and a clear plan for how the school will meet those objectives.
7. APDR's are reviewed regularly with parents and children. If not, the APDR will be reviewed. Your child will be placed on the SEN Support register.
8. The school will also ask for the advice of outside agencies as soon as a need is identified so that your child has as much support as possible. Teachers will immediately implement any advice that has been offered to improve the provision for your child.
9. If the pupil does not begin to make accelerated progress, and has complex needs, the school will discuss this with you and your child may need direct support from outside agencies who are involved

e.g. the Advisory Teaching Service, the Educational Psychologist, any Medical Specialist and Social Care if they are involved.

10. When the APDR is reviewed, you will be invited to a meeting and your child will be consulted.
11. If your child does not make progress with a several APDR cycles and has complex needs, the school will recommend putting them forward for an EHCP (Educational Health Care Plan). This is proposed to the Local Authority who evaluate the level of extra support that is needed by this individual.

