

# **CROSSLEY STREET PRIMARY SCHOOL**



## **POLICY FOR INCLUSION AND ADDITIONAL NEEDS (SEND), INCLUDING ACADEMICALLY MORE ABLE PUPILS**

**January 2026**

This policy follows the principles and policy set out in the SEND Code of Practice 2014 (updated 2020).

Note: This policy should be read alongside School's 'SEND Offer', available on the website under the SEND tab.

### **Objectives**

- We believe that a commitment to inclusion involves valuing diversity, understanding difficulties and recognising and respecting individual differences.
- The best interests of all children, including those with additional needs (which includes academically more able pupils), are central to all practice.
- The highest achievement for all pupils, including those with additional needs, is at the core of all our work.
- The focus of all our work will be one of early intervention and support.
- The support provided for pupils with additional needs will be allocated on a fair, equitable and transparent basis.

### **Responsibility for the co-ordination of additional needs provision**

The Governing Body of the school has statutory duties towards pupils with additional needs (including those children who are academically more able). The Governors, together with the Headteacher, must agree on the school's policy and must provide appropriate funding and staffing to meet the needs of pupils with additional needs with or without Education Health Care Plans.

The class teacher is responsible for the day to day provision for pupils with additional needs, to be strategically overseen by the SENCO.

The SENDCo for Crossley Street Primary School is Gemma Stanton.

### **Arrangements for co-ordinating additional needs provision**

Provision for pupils with additional needs is a whole-school responsibility. All members of staff have responsibilities in identifying and providing full curriculum opportunities for children with additional needs.

Children with additional needs may already have identified additional needs when they enter the school, others may be identified by their class teacher or by a parent or carer. In the case of children who are academically more able, their strengths and talents are likely to be identified at any age or at any time throughout school, and must be identified quickly, so adequate provision can be provided to meet the needs of the learner.

The class teacher will work with the SENDCo to provide a tailored programme of work to meet the pupil's needs, which will be outlined in the whole class provision map. If required, an individual provision map will be completed for the pupil; the latter in consultation with the SENDCo. Further intervention may be required from a variety of support services provided by the local authority, such as Educational Psychologists, Speech Therapists, or the OneSEND Team, as recommended in the SEND Code of Practice (2014) A comprehensive outline of our SEND offer is available on the school website.

## **Admission Arrangements**

There is a clear expectation within the Education Act 2011 that pupils with additional needs will be included and educated within mainstream schools. Crossley Street Primary School will consider all applications for admission equally and fairly, irrespective of whether a child has additional needs and will make all reasonable adjustments to include children with disabilities in compliance with the Equality Act 2010.

## **Allocation of resources for pupils with additional needs**

Funding for Inclusion and Pupil Premium funding is delegated to the school through transparent LEA funding criteria.

Decisions about the budget and the allocation of resources for additional needs are made by the Headteacher and Governing Body in consultation with the SENDCo.

The school maximises its use of resources to ensure that provision is matched to need. Funding (FFI- Funding for Inclusion), where allocated, is used creatively to meet the needs of targeted groups and individuals and to ensure that the statutory duties towards those pupils with EHC plans are met.

The success of the school's allocation of resources is monitored and evaluated on an annual basis. The success of the Inclusion and Additional Needs Policy is measured through consistent monitoring of pupils' targets and social and academic achievement.

## **Identification, assessment and review of pupils with additional needs**

The SENDCo co-ordinates the identification, assessment and monitoring of pupils with additional needs.

There is a clear emphasis on early identification. The SENDCo is informed if a teacher, supporter, parent or carer feels that a pupil has additional needs. When identifying a child with additional needs the teacher will refer to:

- The monitoring of performance through observation and on-going assessment.
- The outcomes of the Foundation Stage Assessment.
- Progress in the objectives specified in the National Curriculum.
- Performance matched against the age-related expectations within the National Curriculum at the end of each term and year. Children are assessed on a 3-point scale for Reading, Writing, SPAG and Maths within 'working towards WTS', 'expected EXP' and 'greater depth GDS' core bands.
- Graduated/standardised assessment tools.

This is in line with the SEND Code of Practice (2014).

Where a child is believed to be academically more able, teachers will plan for more ambitious ways to engage and stimulate interest and enthusiasm, or to develop the child's skills.

The school is also open and responsive to expressions of concern by parents and carers and takes account of any information that parents provide about their child.

Assessments are used to inform teachers' planning and provision maps and, if required, an individual provision map, is written to outline key areas that the child requires support with on a day-to-day basis. If necessary, an Individual Behaviour Plan is written with support from the SENDCo to support additional needs concerning behaviour. Class teachers, children, LSA's and parents are involved in each process.

At this stage, or where advice is sought from outside agencies, pupils would be considered to have 'SEND Support'.

In exceptional circumstances, children are referred for Statutory Assessment in order that a comprehensive, multi-agency assessment can be carried out. This may result in an Education and Health Care Plan (EHCP) being written.

Children with EHC Plans have their outcomes, progress and targets reviewed at a formal Individual Annual Review. This gives an opportunity for all professionals working with the child, together with the parents and the child, to review progress, set new targets and celebrate success. Any pupils with individual provision maps are monitored closely in class by teachers and areas of strength, areas for development and suggestions for how the child can be supported in the classroom are reviewed termly and provision maps are updated.

### **Academically More Able Pupils**

It is our school's policy to ensure that all pupils make progress, which incorporates those children who are academically more able. School recognises that these children must be quickly identified and provision must ensure that these children are challenged across the curriculum and where their specific 'gift' or 'talent' lies. We are aware and understand that pupils who are academically more able often can:

- enjoy a creative and sometimes more cross curricular approach to teaching and learning;
- have a passionate interest in a particular area, for example a specific period of history or aspect of science.
- become more acutely aware of their progress and rapidly become despondent if they start to fall behind their peers.
- have less emotional maturity, despite being academically more able.
- have more diverse learning preferences and approaches and therefore need a wider variety of teaching strategies.
- find it difficult to fit in and work with their peers.
- only do the minimum amount of work, if not sufficiently academically stretched;
- they need to be 'pushed to deeper thinking and problem solving'.
- have a disparity between their cognitive ability and their written outcomes as they can become impatient with the process of writing

High quality teaching allows teachers to skillfully ensure that through challenging questioning, being set ambitious goals through direct and open-ended activities, that all learners are 'stretched' and access a curriculum that meets their needs.

### **Access to the curriculum**

Every child has an entitlement to all the activities provided by the school and every effort is made to ensure this is possible. Children with additional needs are included in after school clubs, take part in drama and musical performances and are included in educational visits. Where appropriate the school will undertake risk assessments to ensure that Health and Safety requirements are complied with.

## **Evaluating the success of the provision of pupils with additional needs**

The success of provision is measured in the following ways:

- Provision maps are used to show interventions that are used across a year and these are reviewed, with an evaluation of their impact on progress, termly by teachers.
- Pupil entry/exit level assessments are used in a range of formats.
- Individual assessments of spelling, phonic awareness and sight vocabulary (including the Year 1 Phonics Screening Check)
- End of term and end of year tests and SATs.
- Termly and Annual Reviews for children with EHC Plans
- Monitoring provision including the effective use of learning support assistants through classroom observation by the SENDCo and HT.
- Personalised assessments from school's Learning Mentor
- Monitoring of teaching and learning by the Senior Leadership team.
- Pupil Voice Surveys, which involve groups of children or whole classes.
- The SENDCo visits classes to speak with the children, informally and also to measure progress towards specific targets.
- In cases where children have an EHCP, there is a section in this document which contains the child's viewpoint concerning their likes and dislikes and their opinion of school and aspirations for the future.

## **Complaints Procedure**

The School's complaints procedure is available in school or on the website: [Complaints Policy](#)

In the event of a complaint relating to the provision of a pupil with additional needs that cannot be resolved in discussion with the child's class teacher, they should be referred to the SENDCo. If a satisfactory outcome is not reached, then the Headteacher will deal with the complaint. This will then be referred to the Governing Body if the issue is still unresolved.

The Local Authority has a Parent Partnership Service, working at arms' length which seeks to offer independent advice and support for parents of children with additional needs. Further information can be found on the Local Authority website.

## **In-Service training**

The Local Authority provides a range of training on additional needs issues for Governors (where appropriate and relevant), teachers and SENDCos.

The SENDCo attends meetings with other schools in the area to share ideas and discuss current issues, for instance Educational Psychology Cluster Meetings and Support and Guidance Panels.

The SENDCo also provides training for other staff in the school. The foci for this training are identified through the School Development Plan. Training is also provided when pupils with specific needs attend school so that all teachers and support staff are equipped to communicate and teach effectively and with a high level of skills, known to be successful in working with children with specific needs (for example, Attachment Disorder or Autism).

## **Links and Support Services**

The school uses a range of support agencies for children with additional needs. These include:

- School Support Service who provide advice on both teaching and learning strategies and school Additional Needs systems.

- SENIT (Special Educational Needs Inclusion Team)
- SEMH Team
- Educational Psychologist.
- Speech and Language Therapist.
- Occupational Therapist.
- Local Authority Visual and Hearing-Impaired teams.
- School Medical Officer.
- Attendance Officer.
- Social Services.
- Children and Mental Health Services.
- Inclusion Advisory team (IAT) - Communication and Interaction (Inc. Autism) Team.
- NEPAIP (Authority Inclusion Team)
- Cluster

The school works closely with any agency involved with a child and holds regular meetings to liaise and evaluate the success of advised strategies and interventions.

### **Working in partnership with parents**

Crossley Street Primary School seeks to involve parents fully in the education and inclusion of their children. Parents are consulted immediately if a class teacher expresses concerns about a child. A meeting is held to discuss the areas of need and appropriate additional provision and parents' views are considered. Strategies for supporting children at home are also discussed.

Parents are involved in monitoring the progress of their child through regular parent/teacher consultations and termly or annual review meetings where necessary (in the case of an EHC Plan being in place). Parents are also consulted when Individual Provision Maps are written and they sign and are given a copy of the document.

### **Links with other schools**

- The Learning Mentor liaises closely with the local High Schools to facilitate transfer arrangements.
- The High School SENDCo is invited to Annual Reviews in Year 6.
- The SENCCo ensures that all records are forwarded when a child transfers school.

## **APPENDIX**

Crossley Street Primary School provides a 'dyslexia friendly' environment and we are committed to the inclusion of children who demonstrate dyslexic tendencies. All teachers are knowledgeable and trained in recognising and meeting the needs of pupils with dyslexia and in strategies that should be used to support teaching and learning, including appropriate adaptations for assessment and 'test' situations.

Teachers are trained in working with children with Attachment Disorders and those with Autism

The classrooms have visual timetables and teachers are aware of teaching in a way that stimulates and engages all learners. From Year 1 upwards, children who have specific difficulties with reading, writing or maths are identified to take part in intervention groups where the adult to child

ratio is approximately 1:6 unless 'Catch-Up' is provided where the ratio is 1:1. Children with specific learning difficulties and/or SALT programmes also receive 1:1 support to complete activities designed to meet individual targets as set by outside agencies, for instance SENIT and SALT.

Our Learning Mentor also works with children to address SEMH needs, either on a 1:1 arrangement for as long as is required, in small groups or at a whole class level.

We believe that we are highly effective at our school at ensuring that every child experiences a unique, rich and varied curriculum in a supportive environment, and that each child's needs are met in a personalised and sensitive manner.

Policy revised: January 2027

G. Stanton