



Walton & Lees Hill CE Primary School

Special Education Needs and Disabilities (SEND) Policy

POLICY REVIEWED BY FULL GOVERNING BODY: December 2024

Name: Joss Scouler

Position: Chair of Governors

Next Review Date: September 2025

Special Educational Needs and Disabilities Coordinator (SENDCo): Fiona Stobbart

Special Educational Needs and Disabilities governor: Laura Irving

This policy underpins the inclusion of children with Special Educational Needs or Disabilities [SEND] within our school community. It promotes access to the curriculum and to other activities including extracurricular ones, as well as supporting the school's vision and values.

It has been written in consultation with the head teacher/SENDCo, the SEND Governor, teachers and teaching assistants, and with contributions from parents of children with SEND. This policy complies with the statutory requirement set out in the SEND Code of Practice [2015]. Reference should also be made to;

- Equality Act [2010] and the DfE Advice for Schools [2013]
- Schools SEND Information Report Regulations [2014]
- Statutory Guidance on Supporting Pupils With Medical Conditions [2014]
- The current National Curriculum in England for Key Stages 1 and 2
- Teachers Standards 2012
- The school's Safeguarding Policy
- The school's Accessibility Plan
- The school's contribution to the Local Offer
- The school's Admissions Policy
- The school's Data Protection Policy

Definition of SEND

Children with Special Educational Needs and Disabilities [SEND] have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training

provision which is additional to or different from that generally made for others of the same age in mainstream school. Such provision is made when a child:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Objectives

At Walton and Lees Hill CE Primary School, we advocate inclusive education and provide an exciting, challenging and supportive learning environment where children can thrive. Our school focuses on obtaining the best outcomes for all children by;

- Identifying and providing for pupils who have SEND and additional needs as early as possible.
- Working within the guidance of the SEND Code of Practice [2015].
- Having a 'whole school' approach to the management and provision of SEND support; creating an environment that meets the needs of each pupil.
- Encouraging pupils to develop confidence, independence, resilience and self-esteem, and to recognise the value of their own contributions to their learning.
- Encourage pupils to be fully involved in their own learning.
- Making clear the expectations of all partners in the process and provision of SEND.
- Ensuring parents are kept fully informed and engaged in effective communication about their child's SEND.
- Ensuring that our children have a voice and are at the centre of this process.
- Providing support and advice for all staff working with pupils with SEND. **Roles and Responsibilities**

SENDCo

The SENDCo is Fiona Stobbart. Her main duties are;

- Supporting staff to identify SEND.
- Co-ordinating provision for children with SEND; liaising with and advising other teachers in school.
- Managing learning support assistants.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Supporting, sourcing, delivering and planning the in-service training of staff.
- Liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.

Fiona Stobbart is the Deputy Designated Teacher with responsibility for Safeguarding & meeting the medical needs of pupils. Lynn Rooney is the Designated Teacher with responsibility for Safeguarding & meeting the medical needs of pupils.

Class Teacher

- Each teacher is responsible for the teaching of the children in their charge, including SEND children.
- Adapt teaching approaches to reflect the range of needs within the class.
- Be aware of the school's SEND Policy.
- Monitor progress.
- Review progress and set new targets at the half-termly learner review meeting with SENDCo and produce individual learning plans.
- Regularly review targets with child, and with parents each term.
- Plan the deployment of additional support and/or resources and record this on a class provision map (including entry and exit data).

Teaching Assistant

- Be aware of the school's SEND Policy.
- Liaise with class teacher and SENDCo about individual children including the child's individual targets and strategies.
- Be mindful of the child's individual learning plan in relation to support.
- Record progress of the children as required by the class teacher, SENDCo or other professionals. **Parents**
- Support your child as necessary.
- Participate in the decision-making process.
- Liaising with school as necessary
- Attending and contributing to reviews/meetings on a regular basis. Pupils
- Participate in the decision-making process.
- Contribute to review of their progress including targets in a manner appropriate to their age and understanding. This includes attending review meetings if appropriate.

Governors

The Governing Body aims to secure the necessary provision for any pupil identified as having SEND. The governors ensure all teachers are fully aware of their responsibilities towards pupils with SEND. They consult the LA and other schools where appropriate. The Governing Body has a nominated governor for Special Educational Needs, Mrs Laura Irving, who meets regularly with the SENDCO. The SENDCO reports confidentially on any SEND issues at each governing body

meeting. The Governing Body then agree priorities for spending accordingly. The Governing Body has agreed admissions criteria which do not discriminate against pupils with SEND. The admissions policy has due regard for the guidance in the SEND Code of Practice 2014 and Equality Act 2010.

Identifying Special Educational Needs

The SEND Code of Practice [2015] recognises four broad areas of need;

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

Whilst this is helpful when planning for pupils, our school considers the needs of the whole child. For instance, concerns about a child's behaviour are considered as a response to an underlying, identified need. Consideration is also given to other factors that are not SEND but that may impact on progress and attainment e.g. disability, attendance, EAL, health and welfare, receipt of Pupil Premium, Looked After Children, travelling children and those of Servicemen or women etc.

Our school has a graduated approach to SEND support;

- High quality, differentiated teaching is the first response to pupils causing concern. This involves interventions and adjustments that are usually available in class.
- All teachers are responsible for the progress and development of the pupils in their class, including pupils accessing support from teaching assistants or specialised staff.
- We review the progress of all children half-termly, with close regard for those at risk of underachievement, and reflect on improving our understanding of strategies to support vulnerable pupils.

In addition to the school's normal reporting arrangements (termly parent meetings and written progress reports), the school has an Open Door policy for more informal discussions. There is a close relationship between parents and school. Concerns raised by parents/carers are always given careful consideration. Children are involved in a manner appropriate to their age and understanding.

If a pupil's progress continues to cause concern, the class teacher, head and with consultation with parents, may decide to make special educational provision. Careful consideration is given to the 'whole child', and their progress alongside national data and expectations of progress using information gathered from accurate formative assessment.

The SENDCo is responsible for the maintenance of the SEND Register.

For pupils with a higher level of need, a specialised assessment from one or more outside agencies and professionals may be needed e.g. educational psychologist, speech therapist, specialist teacher etc. The local authority and other agencies have clear guidelines on the evidence needed this using the Early Help form.

We encourage the involvement and contribution of parents/carers, families and children in the process of ASSESS -

PLAN – DO – REVIEW, thus encouraging parents/carers, families and children to be at the heart of decisionmaking.

Managing Pupils' Needs on the SEND Register;

A Continuing Graduated Approach

- An ASSESS – PLAN – DO – REVIEW process is used for all children including those receiving SEND Support. Pupil profiles are created and reviewed termly, or sooner if necessary. Consideration is given to the child's identified needs, strategies that work for the child [i.e. what effectively removes barriers to learning], and clear outcomes to be achieved within a given time [the next steps in learning] as well as strategies to promote independence and resilience as a learner. Pupils are involved in ways appropriate to their age, understanding and in ways that give them confidence and ownership.
- In some cases, children may require an Individual Learning Plan (ILP) or behaviour management plan (BMP), or complex SEND children may be part of an IPA (Inclusion Partnership Agreement), or have an Education Health and Care Plan. All of these are drawn up in consultation with the child, parents and all agencies involved. Targets are identified and progress is reviewed at meetings. For some children with profound and lifelong needs, an Education Health and Care Assessment may be requested with advice and support from external agencies. • The level of provision is always considered while reviewing the child's progress. It may also be considered in response to a parent's or child's concern. • If we are not able to fully meet the needs of a pupil through our own provision arrangements, assessment and advice is sought from the relevant outside agency/agencies once this has been fully discussed with parents and agreed. Pupils are involved in a way that is meaningful to their age and understanding.
- The child's needs may be such that the SENDCo, parents and external specialists agree that additional funding and support is needed from the LA's High Needs Block. Evidence for this must meet the LA's criteria [in Cumbria's SEND Handbook on the school portal].
- Pupils and parents have their contributions valued and are always encouraged to be active participants in the graduated response.

Criteria for Exiting the SEND Register

- The pupil has achieved their long term outcomes.
- The pupil is making appropriate and sustained progress and will continue to do so without additional support.
- The pupil has closed or has substantially narrowed the gap between their attainment and that of their peers.
- The pupil's confidence will be maintained.
- Parents and pupil understand and agree.

Supporting Pupils and Families

- Class teachers and teaching assistants have access to relevant information and reports about the SEND children they teach/support [with an understanding of its confidentiality].

- Parents are guided to the LA local offer when appropriate. • Parents will have access to the SEND Information Report.
- Information about agencies to support the family and pupil is available from SENDCo e.g. Parent Partnership.
- The SENDCo ensures that appropriate access arrangements are made for SEND children during statutory assessments.
- Appropriate transition arrangements are made on transfer to or from this school for SEND pupils, as well as between classes. SEND records and transition meetings are used to communicate the SEND of each child and records are sent to the next school as soon as requested to ease transfer.
- All staff are mindful of additional needs of SEND pupils e.g. social, mental health well-being, health care etc.

Safeguarding pupils with SEN/Disabilities

We recognise that children with special educational needs (SEN) and disabilities (whether or not they have a statutory education, health and care plan) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying and peer group isolation – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. The potential need for early help and extra pastoral support in this group of children is considered as a priority.

Monitoring and Evaluation of SEND

- Provision for all pupils is regularly monitored and evaluated for effectiveness.
- Progress of SEND pupils is monitored and evaluated with reference to the support/intervention arrangements.
- Parents', pupils and staff views are always sought and carefully considered, both informally and in regular review meetings.
- The SEND governor has an overview of the school's SEND & has regular meetings with the SENDCo.

Training and Resources

- Members of staff are trained in Attachment theory, Autism Awareness, Decider Skills, Intimate Care, Paediatric First Aid, Safeguarding, and Safer Handling of Children.

- Staff share expertise through collaborative training opportunities as well as accessing local and national training.
- Individual CPD needs are identified and met as part of the formal staff appraisal process.

Storing and Managing Information

All SEND documents are stored confidentially and securely in the main office. Documents of Pupils who have left the school or who have been removed from the SEND register are passed on to the relevant secondary school or new school setting. Electronic documents are stored on the school's MIS for DOB + 25 years. In line with our Data Protection Policy, we typically retain pupil data and data about their family and other involved professionals until they leave us. Otherwise, we retain it for a few days or weeks e.g. trip consent forms, or for 3-50 years depending on whether it is education related or incident related. All data is stored in line with the Data Protection Policy.

Accessibility

Physical Access

Please refer to the school's Accessibility Plan.

Curriculum Access; identifying and removing barriers to learning

At Walton and Lees Hill CE Primary School we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies and experiences.
- May need physical aids to access the school curriculum as well as participate in extra-curricular activities Teachers respond to pupils by:
 - Providing support in all curriculum areas
 - Planning to develop pupils understanding through the use of all senses and experiences
 - Planning for pupils' full participation in learning, and in physical and practical activities including extra-curricular ones
 - Planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning.

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short term support, based on Pupil Profiles.

Dealing with Complaints

The school has an open door policy so that any issues can be dealt with swiftly. There is a complaints procedure for issues that have not been resolved this way.

Bullying

We believe that every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children’s self-esteem and confidence and for our approach to be consistent across the school. We take all necessary steps to and mitigate the risk of bullying of vulnerable learners in our school. Please refer to our Behaviour and Anti-bullying policy.

Reviewing the Policy

This policy will be reviewed annually

REVIEW SHEET – Special Education Needs & Disability Policy

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate, amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	December 2017
2	Annual review – no amendments	December 2018
3	Annual review; amendment to school name and SENCO lead	November 2019
4	Review	March 2023
5	Review; minor changes made to names	Jan 2024
6	Policy reviewed. No changes.	December 2024

