

Lanercost Church of England Primary School
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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each

Reference Number S16	Shared with Staff 23.11.2023	Ratified by Governing Board 22.11.2023	Review Date November 2024
Headteacher (DSL) <i>A. Wilkinson</i> Date: 22.11.2023		Chair of Governors <i>J. Hogg</i> Date: 22.11.2023	
SENDCo <i>K. Natrass</i> Date: 22.11.2023		SEND Governor <i>J. Hogg</i> Date: 22.11.2023	
Policy Title	<i>SEND Policy</i>		

review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	September 2013
2	Major word changes to reflect New SEND Code	September 2014
3	Minor word changes	September 2015
4	Major word changes to reflect New SEND Code	September 2016
5	Minor word changes	September 2017
6	Minor word changes	September 2018
7	Minor word changes	September 2019
8	Minor word changes	November 2020
9	Minor word Changes	November 2021
10	Major word changes to reflect School Christian Values and Ethos	November 2022
	Minor word Changes to reflect a change in Local Authority.	November 2023

LANERCOST CofE PRIMARY SPECIAL EDUCATIONAL NEEDS and Disabilities POLICY

SEND Co-Ordinator: Miss K. Natrass

Statement of Intent

At Lanercost Church of England Primary School, we are committed to ensure that the necessary provision is made for all pupils with SEND. In line with the SEND Code of Practice (2015), we provide an education for all children in our school to enable them to make progress. Through early identification of needs, we are able to intervene with appropriate strategies to remove barriers to learning. As a church school, we expect all our children to be inclusive and show compassion towards everyone. Through having perseverance and hope, our staff work hard to allow our children to thrive in the safe and exciting environments we provide. Together in partnership with parents, we reflect our ethos of 'Care, Believe, Achieve' by having high expectations of all children in school where they can learn in a positive way.

*Therefore welcome one another as Christ has welcomed you, for the glory of
God.
Romans 15:7.*

Introduction

The school provides a broad, balanced curriculum for all children which is adapted to meet individual needs and abilities.

This policy outlines the framework for Lanercost Church of England Primary School to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and /or disabilities. In our school, it is the responsibility of every teacher to ensure children make progress. This policy was developed in consultation to reflect the SEND Code of Practice, 0 -25 guidance.

Lanercost C of E Primary School therefore intends to work with Cumberland County Council and within the following principles, which underpin this policy:

- Ensuring staff follow child-centred planning
- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between external agencies including education, health and social care services to provide support.

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- High quality provision to meet the needs of children and young people with SEND.
- Consistent ordinarily available provision across school
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Schools SEND Information Report Regulations (2015)
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also consider statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
 - Supporting Children with Medical Conditions.
 - Keeping Children Safe in Education.
 - Working Together to Safeguard Children.
 - Cumberland County Council Ordinarily Available Provision
 - Cumberland County Council SEND Handbook
 - Cumberland County Council SEND Toolkit

Miss Kate Natrass is the SEND Co-ordinator (SENDCo)

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Aims

We aim to enable all children with Special Educational Needs & Disabilities (SEND) to achieve their full academic and social potential and to have equal access to a broad, balanced curriculum. We aim to provide an enjoyable and stimulating learning environment in which every child feels valued and is motivated to learn. As a school, we aim to enable each child to realise their potential to:

- Recognise and build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem and confidence.
- Give equal access to all aspects of school life through a rich variety of academic and social experiences. Our aim is to ensure that all children experience success regardless of their SEND needs or any barriers to learning. This may include a bespoke timetable to allow the child to participate in school life.
- Ensure that effective channels of communication are maintained so that the team around the child and their family are aware of the pupil's progress, reasonable adjustments that are being made and targets the child is working towards.
- Assess children regularly to allow for areas of need to be identified as early as possible.
- Enable pupils with SEND can make the utmost progress possible.
- For staff to work collaboratively with the SENDCo to ensure needs are identified as early as possible.
- Children will receive high quality first wave teaching alongside our Ordinarily Available Provision.
- Provide staff expertise in using inclusive teaching and learning strategies.
- Completion of Good Practice in Autism training by all staff, facilitated by the Autism Education Trust.

Objectives

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

- To identify barriers to learning and participation for pupils with SEND as soon as possible.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To create an enabling environment that meets the needs of all students.
- To enable all children to have full access to their curriculum and wider school life.
- To ensure that all staff have access to CPD and advice to support high quality teaching and learning for all pupils.

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- To value and encourage the contribution of all children to the life of the school.
- To work with the Governing Body, particularly the SEND governor, to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To work in partnership with the team around the child and their grown-ups.
- To ensure children are at the centre of interventions and adaptations to learning.

Area of Need

These four broad areas give an overview of the range of needs that may be identified as special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identifying which area/s of need a child has, is to help determine what strategies and interventions the school can implement, as opposed to allocating a pupil with a category. Through using the SEND toolkit, staff are able to implement reasonable adjustments to support the child in class. When identifying the needs of the child, we look at them holistically and consider other aspects of their life, not just their school experience. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child, but their entire school experience.

There are occasions when progress and attainment are affected by factors other than Special Educational Needs and/or Disabilities. For example:

- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

Behaviour is not classified as a SEND. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, considering family circumstances and the known history of the child's experiences. If the child's behaviour

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is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), the school, in collaboration with the parents, would complete an Early Help Assessment and support the child through the process.

If parents and school are concerned that the child's behaviour may be caused by a mental health need, we encourage parents to ask their GP for a referral to CAMHS or to Family Action.

All children's behaviour is responded to consistently in line with our Whole School Behaviour Policy, which is reviewed annually by the Governors. However, reasonable adjustments are made to accommodate individual needs.

Our Graduated Approach to SEND Support

The school is committed to early identification in order to most effectively meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where and how pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child's progress is causing concern. These observations may be supported by formal assessments such as Baseline/School Assessments, SATs or Developmental Journals (EYFS).

Teachers will complete an Initial Concern Form to consider which High Quality Teaching strategies have been successful and which ones the child has struggled to respond to. These are in line with the Ordinarily Available Provision document produced by Cumberland County Council. Following this, staff will consult the SEND Toolkit to identify reasonable adjustments for the child. Staff will then consult the SENDCO (Miss Nattrass) to consider what additional support may be required. Progress for children will be achieved by focussing on: classroom provision and organisation; teaching materials; teaching style; the learning style of the child and effective adaptation. If subsequent intervention does not lead to sufficient progress then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving 'SEND Support'. We seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider developmental or social and emotional needs

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- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review.' This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO and class teacher will jointly be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The class teacher and SENDCO will keep records of provision and the impact of that provision. The teacher will maintain the Pupil Passport and keep it updated. Parents are involved in all aspects of this process, and are invited into school to discuss their child's needs with their class teacher and SENDCO.

ASSESS - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended.

PLAN - Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the desired outcomes, actions and strategies and provision to be used. A review date will also be set termly.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The Pupil Passports will be saved on Provision Map where all staff can access the documents to be aware of the child's needs and interventions taking place to support them.

Two cycles of the Graduated Approach will be completed, with a referral to external

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agencies being made following this. Parents will be invited in to discuss the cycles and whether the child has made progress. The SENCo will be in these meetings to support class teachers with explaining the process to parents and answer any questions.

Our staff will then work closely with external agencies such as our Educational Psychologist or Specialist Advisory Teachers.

The Local Offer

Cumberland County Council's Local Offer will provide parents/carers with information about how to access services in this area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. Schools are supported to be as inclusive as possible and wherever possible, and the needs of pupils with special educational needs and disabilities are met in a mainstream setting, where families want this to happen. The school's SEND Information Report can be found on the website at <https://www.lanercostschool.org.uk/information/special-needs-provision/>

This indicates the type of provision the school currently offers to pupils with SEND. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Statutory Assessment of SEND

If the school is unable to meet all of the agreed provision from its existing financial and staffing resources, and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education and Health Care Plan (EHCP). The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- The child's Pupil Passport (two cycles)
- Records of reviews with pupils and parents, and their outcomes
- Medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments
- Timetable of support
- Examples of the child's learning
- Attendance reports

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- Involvement of outside agencies. If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child.

The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/ carers and/ or child
- School
- Educational Psychologist
- Health
- Social care
- Anyone else that parents/ carers request
- A specialist teacher for the visually impaired or hearing impaired, if appropriate.

From this information, a decision will then be made by the LA assessment officer as to whether or not to issue an Education, and Health Care Plan (EHCP).

Annual Review of the Education and Health Care Plan

All EHCPs must be reviewed at least annually. The SENDCO initiates the process of inviting relevant people to the meeting. This will include the pupil, parents and others close to the child who the pupil and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as well a representative from the LA.

The review will look at:

- progress on actions towards agreed outcomes
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan Any amendments to the EHCP will be recorded.

The SENDCO will record the outcomes of this meeting and will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require a Pupil Passport, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between themselves and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their

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peers

- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This will be determined at the review stage.

Supporting children and their families

Lanercost Church of England Primary School is committed to working in close partnership with parents and families. Parents meet regularly with school staff and concerns and successes are shared.

Parents are made aware of the Information, Advice and Support Services (IASS) and supported when necessary to engage with external agencies. Parents will be involved at every stage of their child's provision, through liaison with the class teacher and the SENDCO. Parents are involved with target setting for personalised plans and some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHCPs will also be invited to the annual review, along with relevant support service personnel connected to the child, and the child themselves.

Depending on the special educational need of the child, different agencies may be involved e.g. Occupational therapist, speech and language therapist, physiotherapist, child psychologist.

If a teacher is concerned about the welfare of a child they should consult the Headteacher as Child Protection Co-ordinator / Designated Safeguarding Lead (DSL).

Admissions

Pupils with an Education and Health Care Plan will be admitted to Lanercost C of E Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs and disabilities. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has special education needs and disabilities, and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will endeavour to collect all relevant information and plan a relevant, bespoke curriculum.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to

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Secondary School, the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupil. An invitation will be issued for a representative of the receiving school to attend the annual review meeting in Year 5 and the transition review meeting held in Year 6.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education and Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Please refer to our 'Supporting Pupils with Medical Conditions' policy for further details.

Monitoring of the Policy

This policy will be reviewed annually in the Autumn Term and updated in the light of new developments / legislation. Provision will be monitored and evaluated in school via staff meetings. The Headteacher will report to the governing body through the Curriculum Committee.

Training and Resources

Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role (Miss Nattrass). Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher and teaching assistant time is allocated to ensure pupils receive the individual support outlined in the individual support plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The governing body will ensure that they are kept fully up to date with their statutory responsibilities by completing online training and receiving regular updates from the Headteacher as SENDCO. The SENDCO will keep up to date with current research and thinking on SEND matters. The SENDCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCO will disseminate knowledge or skills gained through staff meetings, whole

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school INSET or consultation with individual members of staff. External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding

A proportion of the school budget received from the LA is allocated specifically for SEND pupils. The school contributes extra funding to cater for the needs of children with specific needs. Some of the funding is used to deliver specific support/teaching programmes (both group and individual.) Specific resources may also be purchased. Help and advice from external agencies such as the school Educational Psychologist, Speech and Language Therapists etc. may be required to help meet the needs of a child. The SENDCO regularly reviews and amends as necessary the provision children receive, ensuring the needs of children are met in a timely and effective manner.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision and best value.

The school SEND Information Report explains how the school implements the special educational needs statutory requirements, reflecting what the school has in place and is providing for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs and disabilities work. The Headteacher will keep the Governing Body informed about the special educational needs and disabilities provision made by the school. The Headteacher will work with the SENDCO and school staff to ensure the effective day-to-day operation of the school's special educational needs and disabilities policy. The Headteacher will work alongside the SENDCO to identify areas for development in special educational needs and incorporate these into the school's development plan where this is appropriate.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The SENDCO is responsible for:

- co-ordinating SEND provision for children
- liaising with and advising teachers
- maintaining the school's SEND Register and overseeing the records of all pupils with special educational needs

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- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support
- agencies, medical and Children's Services and voluntary bodies
- consultation with the class teacher to ensure that IEPs are written and that reviews take place

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum adaptation and assessment of pupils with SEND. They work together with the SENDCO to formulate and review Pupil Passports.

Reviewing the policy

The policy will be reviewed annually as part of the school's evaluation cycle. The policy is due for annual review in the Autumn Term. Accessibility The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Details of this can be found in the school's Accessibility Plan. Lanercost C of E Primary School publishes its Accessibility Plan on the SEND section of the website.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures, found on the school website. Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the issue with the Headteacher
- More serious on-going concerns which cannot be resolved at school level should be presented in writing to the Governing body.