



Policy on Special Educational Needs and Disability (SEND)

Review date: September 2024

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Introduction

Cummersdale School is committed to ensuring that services are accessible as far as is reasonably possible to all its employees, students and stakeholders regardless of their race, special educational need and/or disability, gender, age or religion.

We advocate inclusive education aiming to ensure equality of opportunity for all; this includes a suitable pathway into adult life for all pupils/students. Cummersdale School has a rigorous system that ensures the tracking of progress for all pupils/students including sub-groups on the Code of Practice. Cummersdale School aims to support the needs of all pupils/students academically, socially and emotionally. The SEND Policy is intended to respond to the spirit as well as the letter of the Equalities Act and the Special Educational Needs and Disability regulations 2014.

Legislation and guidance

This policy will take the following legislation into account, this is not an exhaustive list:

- SEN Code of Practice 0-25
- Supporting Children with Medical Conditions 2017
- Keeping Children Safe in Education 2022
- Children and Families Act 2014
- Special Educational Needs and Disability regulations 2014
- Health and Social Care Act 2012
- Equality Act 2010

Aims and objectives

Cummersdale School is committed to ensuring that individuals and their families, long term hopes and aspirations form the foundation of a personalised next step approach for their education.

The main aim is to provide a broad and balanced curriculum which is differentiated to meet individual needs and abilities. Where needed, specialist help and equipment will be sought.

All staff aim to plan for pupils Special Educational Need and/or Disability through quality first teaching, which will then in turn allow them to access all curriculum, assessment and extra-curricular activities.

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child; including the adaptation of the environment in line with the Accessibility Plan.

- to ensure that the special educational needs of children are identified at the earliest opportunity, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Roles and Responsibilities

SENDCo – Mrs Fay Scott

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day to day responsibility for the operation of the SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those with Education Health Care Plans (EHCP).
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive the appropriate support and high quality teaching.
- Advise on the graduated response to providing SEND support.
- Advise on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, including the Local Authority and its support services.
- Liaise with those involved in transition to ensure pupils and their parents are informed of their options to allow a smooth transition.
- Where possible work with the headteacher, governors and external agencies to ensure available resources and skills to the school meet the responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure the school keeps up to date records for all pupils with SEND.

SEND governor – Flo Bell

- Help 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 headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Headteacher

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Has overall responsibility for the provision and progress of learners with SEND and/or disability.

Class teachers – Every teacher is a teacher of Special Educational Needs and is responsible for:

- The progress and development of every pupil in the class.

- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they are linked to classroom teaching.
- Review pupil passports and effective target setting.
- Working with the SENDCo to review each pupils progress and development and decide on any changes to provision.
- Ensure that they are following the SEND policy.

Identifying Special Educational Needs

There are 4 broad areas of SEND as detailed in the SEND Code of Practice 2014. At Cummersdale School we aim to identify the needs of pupils by considering the needs of the whole pupil which will include not just the educational needs of the pupil. When looking at the needs of pupil we will look at areas such as:

- Attendance and punctuality
- Disability
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Looked after children
- Being a child of serviceman/woman

The four broad areas of SEND are:

Communication and Interaction – this includes pupils on the autistic spectrum, Asperger’s syndrome and those with speech and language difficulties.

Cognition and learning – such as those with dyslexic tendencies, dyscalculia.

Social, emotional and mental health difficulties – includes pupils diagnosed with ADHD

Sensory and/or physical needs – Pupils with visual impairments, hearing impairments, processing difficulties, dyspraxia

At Cummersdale we assess each pupils’ skills and levels of attainment on entry to the school, which will follow on and build on the information provided from their previous setting or Key Stage where appropriate. Teachers will regularly assess pupils and identify those whose progress are:

- Significantly slower than that of their peers
- Fails to match or better the previous rate of progress
- Fails to close the gaps in attainment between the pupil and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

A Graduated Approach to SEN Support

Stage 1 – Quality First Teaching

Teachers, TAs and the SENDCo will work together to ensure pupils who may need additional or different support to that normally supported through quality first teaching and personalised

learning within the classroom are identified as early as possible. Pupils may have their needs detailed on a personalised Pupil Passport at this stage. The pupil passport lists strategies to support pupils, it will detail short-term targets and suggested strategies to achieve them, these will be reviewed termly. Parents and pupil are involved in this process for targets to be agreed.

Stage 2 – Interventions

Further testing may be required when the above factors are highlighted through classroom assessment and monitoring. Progress will be monitored and reviewed at least termly. Pupils will only be identified as having SEN when adjustments to the delivery of lessons and additional intervention is needed to support progress.

Where necessary interventions may be put in place. The following are offered at Cummersdale School:

- Maths Recovery (MR)
- Cumbria Reading Intervention (RI)
- Structured Reading and Spelling –
- Speech and Language as advised by external specialists
- 1:1 Pastoral support
- Writing support group
- Maths skills support group
- Spelling, Punctuation and Grammar support group
- NELI - Nuffield Early Literacy Intervention

Many of these support groups are delivered by trained TAs or PPA teacher, occasionally these will be facilitated by external agencies. Pupils and parents will be informed when they are invited to be part of one of the intervention groups. For MR and RI where parental support is required, an information leaflet is provided to highlight the commitment needed.

Stage 3 – Early Help Assessment

If there is evidence of a pupil making insufficient progress despite the best efforts to support and provide interventions, then the SENDCo may seek further advice from an external specialist through the SEND Early Help Assessment (EHA). This process allows advice to be sought from the Local Authority services such as the Specialist Advisory Teaching Services and Educational Psychologists. The class teacher and SENDCo will keep parents and pupils fully involved and informed about any proposed interventions and outcomes. Parents are invited in for a discussion to get theirs and the pupils' views on how they feel things are going and what needs to happen next.

Stage 4 – EHCP

Following at least 2 termly reviews, if there is evidence that the pupil is not making sufficient progress despite support and interventions recommended in the EHA, the SENCO may decide to refer the pupil for a statutory assessment. This may lead to an Education, Health and Care Plan (EHCP). Parents will be asked for their consent for this.

Data used to inform this decision includes: attendance records, school based tracking of progress, intervention reports, TA support information (amount of time with support and the type of support received) and external agency reports.

Pupils with an EHCP will, in addition to the schools tracking and progress assessment for all, be subject of an Annual Review Meeting to which parents and multi-agencies involved in the support of the pupil, are invited. The EHC Plan will identify Key Stage and transition objectives, which are reviewed termly.

Following the Annual Review meeting, a report containing recommendations from the parents, pupils and professionals will be provided to the Local Authority. They then have 4 weeks to notify parents of the outcome.

The school will liaise with the receiving organisation when a pupil with SEND is due to transfer and will forward them, at the earliest opportunity, all relevant information to make sure that the transition is as smooth as possible with the consent of the pupil or parent/s.

A request for Personal Budgets for an EHC Plan can be made in line with Section 9.95 to 9.142 of the Code of Practice 0-25 Years.

Many pupils who have SEND may have a disability under the Equality Act 2010 -

that is "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities." The term 'long-term' is defined as 1 year or more and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Pupils with such conditions do not necessarily have SEN but there is significant overlap between pupils with SEN and those with disabilities.

Where a pupil has a disability that requires special educational provision they will also be covered under the SEN definition.

The following are aspects which may impact on the progress or attainment of a pupil but are not considered as SEND:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Those receiving Pupil Premium Grant (PP)
- Looked after children
- A child of servicemen/women

Educational inclusion

In our school, we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to pupil's needs by:

- providing support for pupils who need help with communication, language and literacy;

- planning to develop pupil's understanding through the use of all their senses and of varied experiences;
- planning for pupil's full participation in learning, and in physical and practical activities;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom. There are times, though, when to maximise learning, we ask pupils to work in small groups, or in a one-to-one situation outside the classroom.

Pupil participation

In our school, we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. The work in the Foundation Stage recognises the importance of pupils developing social as well as educational skills.

Pupils are involved at an appropriate level in setting targets in their pupil's passports and in the termly review meetings. Pupils are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs.

We have meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

There is information on the school website regarding admission arrangements, accessibility plan and a link to the local offer. These are all regularly reviewed to take into account the changing legislation.

Where external agencies are involved all parties will be copied into correspondence and invited to attend the Team Around the Family meetings. This will ensure that all parties are fully involved in catering for the needs of the pupil. The pupil voice will also be taken into account by listening to what they want.

Those with SEN will have provision made for them for statutory tests. The relevant paperwork will be filled in by the head teacher for this. This may lead to a pupil getting a reader, scribe and/or extra time. For all internal assessments, the same procedures would be followed. If a reader is needed, then someone will be assigned to the pupil and the procedures will be followed as would be used in statutory testing.

For those transitioning to secondary school, the school will liaise as soon as possible with their new school to ensure their needs are known and provided for on transition. For those with an EHC Plan, there will be a transition review organised in the autumn term where the proposed secondary school would be invited to attend.

For pupils who move schools at other points in the school year, their SEND records are transferred at the earliest opportunity and a handover meeting is arranged.

Supporting pupils at school with medical conditions

At Cummersdale School we recognise that pupils with medical conditions should be supported so that they can fully access the curriculum including trips and physical education.

Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) Plan. This would include the health and social care needs as well as their special education provision.

For those with medical needs and need medication administered within school an Individual Health Care Plan is written up. This is an agreement with the parent, other agencies may also be involved in providing information for this. For all children with medical conditions requiring medication in school (emergency medication), those with asthma and allergies, IHC Plans are also written up, medication provided which stays in school and permissions are sought for the administration.

Also see the separate policy on Supporting Pupils with Medical Conditions, available by request and also on the school website.

Monitoring and evaluation of SEND

Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process. This is also discussed with the headteacher at pupil progress meetings.

The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support.

Impact of interventions are monitored on a provision map. The provision map shows the interventions or support given, this is costed against the progress that is made. These provision maps are used at the reviews and also to inform next steps.

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up pupil passports for pupils in their class. The SENCO and the headteacher communicate frequently to review the work of the school in this area.

The governing body reviews this policy and considers any amendments in the light of the annual review findings. This is reported to Governors via the Headteacher's Report.

Allocation of resources and training

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid and this is provided to the headteacher to feed into the school improvement plan.

The SENCO has experience working with pupils with various special educational needs and has had training for specific interventions, (Reading Intervention and Maths Recovery) and working with pupils with specific needs. There is a HLTA, who have been trained to deliver specific intervention packages to pupils and work with pupils on a 1:1 basis for Maths Recovery and NELI. There are also 5 teaching assistants who work within the classes on a 1:1 basis and as class support. Training is carried out to further their knowledge and understanding of the pupils they work with.

The SENCO regularly meets with other SENCOs in the cluster for network meetings in order to keep up to date with local and national updates in SEND.

Storing and managing information

All information regarding pupils SEN is stored on the school Scholar pack system. All correspondence and pupil passports are saved on the pupils file. Any information used by external agencies is sent digitally via secure email. Where paper copies are held, these are stored securely in a locked cupboard. These are passed to the transitioning school or archived and held in school.

Dealing with complaints

Complaints about the SEN provision should be made to the class teacher in the first instance. They will then be referred to the schools Complaints Policy which is on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. This can be with regard to: exclusions, provision and associated services