



## **Special Educational Needs and Disability (SEND) Policy**

**STORTH C. E. PRIMARY SCHOOL  
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**Special Educational Needs Disability Co-ordinator (SENDCo): Sonya  
Robinson  
SEND governor: Claire Harris**

### ***Introduction***

This policy relates to children and young people with special educational needs (SEN) and disabled children. This policy adheres to recent legislation relating to SEN and Disabilities including;

- The Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs Disability Code of Practice:0 to 25 years (September 2014)
- Schools SEN information Report Regulations (2014)
- The Children and Families Act 2014

At Storth C.E. School we provide a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Children may have SEN throughout, or at any time during their school career. The individualised provision made enables all children to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life. Every teacher is a teacher of every child, including those with SEND.

### ***Aims of the SEND Policy***

We value all the children at our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- build on the strengths and achievements of the child
- ensure that the special educational needs of children are identified, assessed and provided for as early as possible

- create an environment that meets the special needs of each child
- give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- make clear the expectations of all partners in the process and provision of special needs
- ensure parents are able to play their part in supporting their child's education and are kept fully informed and are engaged in effective communication about their child's SEN and provision
- work towards developing expertise in using inclusive teaching and learning strategies

### ***Broad Areas of Need***

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. 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 or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Being in receipt of Pupil Premium due to receiving free school meals or having received these at some point in the past
- Being a Looked After/Adopted Child
- Using English as an Additional Language (EAL)

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

### ***A graduated Approach to SEN Support***

Our school is committed to early identification in order to meet the needs of children with SEN. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments. Teachers will then consult the SENDCo to consider what else might be done to support the child – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching

materials, teaching style and differentiation. If subsequent intervention does not lead to adequate 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 on our SEN Register as receiving SEN 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 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 development or social and emotional needs
- Fails to make progress in self-help, social and personal skills

Our school will use the graduated approach as advised in the Code of Practice 0-25 – '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 will be responsible throughout the process, and may carry out some additional assessment. The SENDCo will update all records of provision and impact of that provision. The teacher will maintain the personalised Individual Education Plan (IEP) and keep it updated.

**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. Where external specialists are involved directly with the pupil, parental consent will be sought first.

**PLAN** – Pupils and parents will be involved in writing an Individual Education Plan (IEP) as much as possible. This means the pupils and 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 long term. Parents/carers and pupils will receive a copy of the plans for the term, which will include the expected outcomes, actions, strategies and provision to be used. A review date will also be set.

**DO** – The strategies and interventions agreed in the IEP will be implemented and progress monitored using the school's usual assessment systems, plus specific monitoring 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. The review will form the basis of further assessment and planning. Review meetings with pupils and parents/carers will happen termly.

## **Statutory Assessment of SEN**

If the school is unable to meet with all the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN support, then the school via the SENDCo may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN 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 Individual Education Plan (IEP)
- Records of reviews with pupils and parents/carers and their outcomes
- Common Assessment Framework (where applicable)
- Medical information where relevant
- National Curriculum attainment and wider learning profile
- Educational and other assessments e.g. Educational Psychologist
- Views of the parent and the child
- 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
- The school
- An 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, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website

<http://www.cumbria.gov.uk/>

## **Annual Review of EHC Plan**

All EHC Plans must be reviewed at least annually. The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents/carers and others close to the child who pupils and parents/carers would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be child-centred, looking at:

- Progress on actions towards agreed outcomes
- What we appreciate and admire about the child
- 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 EHC plan will be recorded. The SENDCo will record the outcomes of this meeting and ensure that it is sent to the LA.

### ***Criteria for exiting Special Educational Provision***

A child may no longer require SEP, where they

- Make progress significantly quicker than that of their peers
- Close the attainment gap between them 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 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 would be determined at the review stage.

### ***Supporting pupils and families***

Cumbria Local Authority's Local Offer can be found at [www.cumbria.gov.uk](http://www.cumbria.gov.uk)

This policy forms part of the schools SEN Information Report which is available on our website.

Our school is committed to working closely with parents/carers to develop closer working relationships. Parents/carers meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formally the Parent Partnership Service, and supported to engage with external agencies.

Parents/carers will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCo. They are encouraged to be involved with target setting for IEP's. Some home activities may be provided. Parents/carers and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

The Educational Welfare Officer can be contacted for advice. If a teacher is concerned about the welfare of a child they should consult the SENDCo and/or Head teacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist.

### ***Admissions***

Pupils with special educational needs will be admitted to Storth CE Primary School in line with the school's admissions policy which you can read on the school website. 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. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has SEND 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 we will make our best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

When a pupil transfers to another school, transfer documents, including full records of their special education needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCo will meet the SENDCo of the receiving school to discuss SEN records and the needs of the individual pupils.

## ***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 (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school site is accessible to wheelchair users with ramps providing access where necessary. There is an assisted toilet within the infant area and a disabled toilet with changing area facilities.

The school database is updated as and when information comes into school. Any changes are passed on to the teacher straight away. The school's policy on medical needs can be found on the school website.

## ***Roles and Responsibilities***

### **The Governing Body**

- will ensure that there is a suitably qualified SENDCo in post who has the time necessary to undertake the role
- will ensure that there is an identified governor responsible for SEND

The SEN Governor, Claire Harris, will support the Governors to fulfil their statutory obligations by ensuring the SEN policy is reviewed annually and reporting any significant changes, why they have been made and how they will affect the SEN provision.

### **The Headteacher**

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

## **The Special Educational Needs Disability Co-ordinator (SENDCo)**

The SENDCo is responsible for:

- co-ordinating SEN provision for children
- liaising with and advising teachers
- maintaining the schools SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social 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 differentiation and assessment of pupils with SEN. They work together with the SENDCo to formulate and review IEPs and maintain the SEN file that is kept in the Headteachers office.

## **Training and Resources**

Relevant SEND training and CPD for the SENDCo, SEN governor, headteacher, teachers and teaching assistants is provided both within school and through other professional development opportunities. External agencies may be invited to contribute to training in school.

Time is identified for staff to review pupil progress, discuss pupil curriculum needs and transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the IEP and teachers are responsible for ensuring this takes place and is monitored.

We aim to allocate resources appropriately to meet the needs of all children with SEND. Most children with short-term difficulties have their needs met from resources provided by school. The children with Education Health and Care Plans may receive additional funding provided by the Local Authority and this is used specifically to fund their additional provision.

## **Monitoring and evaluation of the Policy**

The success of this policy is judged against the aims set out above as well as;

- analysing pupils progress using school tracking
- monitoring classroom practice
- School Development Plan success criteria

SEND provision is an integral part of the School Development Plan.

**The SEN and Disability Policy will be reviewed and amended annually as part of the school's policy evaluation cycle.**

## ***Complaints Procedures***

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should discuss this with the class teacher. If the concern continues then parents have the option to;

- discuss the problem with the SENDCo
- discuss the problem with the Headteacher

More serious on-going concerns should be presented in writing to the SEN Governor who will inform the Chair of Governors.

**Headteacher: Mr S. Brabant**  
**SEND Governor: Mrs C. Harris**  
**SENDCo: Mrs S. Robinson**