



# Special Education Needs & Disability (SEND) Policy and SEND Information Report

Approved by	
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<b>Date:</b>	22 June 2024
<b>Proposed review date:</b>	21 June 2025 - SEND Information Report must be updated annually.



## KEY ROLES

At the time of publication, the following key roles were held:

<b>Named contact within the school for any parents or pupils who have any queries or concerns regarding Special Educational Needs and Disabilities (SEND) and Designated teacher for looked after children</b>	Clem Coady – Head teacher
<b>Special Educational Needs Co-ordinator (SENDCO)</b>	Mrs. Julie Paisley – SENDCO  <b><u><a href="mailto:sendco@stoneraise.cumbria.sch.uk">sendco@stoneraise.cumbria.sch.uk</a></u></b>  When contacting Mrs. Paisley please be aware she works 2 days per week at Stoneraise but will respond as quickly as possible.
<b>Lead governors for pupils with SEND</b>	Mrs Faye Mcewan-Barry

## REVIEW SHEET

Each entry in the table below summarises the changes made to this document since the last review.

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
01	Previous copy	01/10/2020
02	Policy updated to reflect local best practice, and personalised.  SEND Information Report has also been added into SEND Policy document, in order to minimise the need for 2 separate documents. This then avoids duplication, and enables the evidence contained in the SEND Information Report to be referenced across to the content in the SEND Policy in the simplest possible way.	13/02/2023
03	Reviewed content. There is nothing relating to SEND that has changed since V2 policy was drafted (according to the KAHSC Hub), so no content changes have been made. Some links have been updated – e.g. to Local Offer website.  <a href="#">SEND Information Report</a> updated, in line with requirement to do so annually.	25/02/2024
04	Updated and personalised.	22/06/2024

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## DEFINITIONS

For the purposes of this document a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

The term 'school' refers to Stoneraise School. The term 'school' also includes wrap around care, such as Breakfast Clubs and After School Clubs.

'SEN' – Special Educational Need. The DfE Statutory Guidance, [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#), says that:

- A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age has a learning difficulty or disability if he or she:
  - 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.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

'SEND' – Special Educational Needs and Disabilities.

'SENS' – SEN Support.

'Disabled Person' – means a person who is a disabled person for the purposes of the Equality Act 2010, and 'Disabled Pupil' means a disabled person who may be admitted to a school as a pupil.

'Education, Health and Care Plan' (EHC Plan) – This is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support them to achieve what they want to in their life. The plan is drawn up by the Local Authority after an EHC needs assessment, and can be issued to a child/young person between the ages of 0 and 25 years. (EHC Plans have replaced 'Statements of SEND' which are no longer issued.)

## SEND POLICY

### 1. Introduction

- This Policy is a statement of the arrangements for inclusion and SEND at our school, and confirms our commitment to provide an appropriate and quality education to all of our pupils.
- We believe that all children, including those identified as having SEND have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.
- We believe that all children should be equally valued in school. We are committed to inclusion, and aim to engender a sense of community and belonging. This does not

mean that we will treat all learners in the same way, but that we will respond to learners varied needs and abilities and differentiate provision to take this into account.

- Children may have SEND throughout, or at any time during, their school career. This Policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil.
- Teachers take into account, in their planning, a pupil's SEND, and the provision made therefore enables the pupil to participate effectively in curriculum and assessment activities, in addition to broader aspects of school life.

## 2. Aims and objectives

The aims and objectives of this Policy are:

- To demonstrate that we are committed to support the inclusion of all our children;
- To outline the framework for Stoneraise 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 (SEND);
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- To ensure the early identification of children and young people's needs;
- To create an environment that meets the needs of each pupil;
- To ensure all pupils have access to a broad, balanced and differentiated curriculum;
- To encourage pupils to develop confidence and self-esteem, and to recognise the value of their own contribution to their learning;
- To encourage pupils to be fully involved in their learning;
- To ensure collaboration between education, health and social care services to provide support, including working with local special schools;
- To ensure high quality provision to meet the needs of children and young people with SEND;
- To ensure all parents are kept fully informed and are engaged in effective communication about their child's SEND.

## 3. Equal opportunities / Educational inclusion

- The school is committed to providing equal opportunities for all, regardless of capability and any 'Protected characteristics' (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; or sexual orientation), in all aspects of school.
- We believe that educational inclusion is about equal opportunities for all pupils.
- We promote self and mutual respect, and a caring and non-judgmental attitude throughout the school, and respect the fact that pupils:
  - have different educational and behavioural needs and aspirations;
  - learn at different rates;
  - require a range of different teaching strategies and experiences; and
  - are all equally respected members of our school community.
- All staff at our school respond to pupil needs by:
  - providing support in all curriculum areas;
  - planning to develop pupil's understanding;
  - planning for pupils full participation in learning, and in physical and practical activities; and
  - 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.

## 4. Areas of Special Educational Need (SEN)

- We offer support to pupils who have:
  - **communication and interaction needs**, for example autism or speech and language needs;
  - **cognition and learning needs**, for example moderate and severe learning difficulties or specific learning difficulties for example dyslexia and dyscalculia;
  - **social and emotional wellbeing needs**, for example ADHD;
  - **sensory and/or physical needs**, for example visual or hearing impairments or medical needs.
  - **Moderate/severe/profound and multiple learning difficulties**
- Support may be delivered in-class, in small groups or 1:1.
- **Note:** Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## 5. Admission of pupils with special educational needs/disabilities

- We seek to be an inclusive school, welcoming children from all backgrounds and abilities. A child's level of ability is irrelevant to this school's admissions policy, as are any special needs the child may have. All applications will be treated on merit, and in a sensitive manner.
- The only restriction we place on entry is that of number. If the number of children applying for entry exceeds the places available, then the Local Authority (LA) Admissions Policy will be used to allocate places.
- Please see our 'Admissions Arrangements' document which is available on the school website, or on request from the school office.

## 6. Roles & responsibilities

### 6.1 All school staff

- Provision for pupils with SEND is the responsibility of all members of staff within our school.
- All school staff will undertake periodic training related to SEND, as determined by the Head teacher.

### 6.2 Class teachers

Each class teacher is a teacher of Special Educational needs and is responsible for:

- The progress and development of every pupil in their class - In line with the SEND Code of Practice, class teachers are responsible for the education of all the children in their class, including those with SEND.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Following the Assess-Plan-Do-Review cycle for effective target setting
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **Additional information about how school staff may support my child?**

- If appropriate, children may be supported by an additional adult, either in class, with a small group or a ratio of one to one.
- Training will be provided to any staff who are working with a child with complex or profound needs.

## **6.3 The Governing Body**

- It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#).
- The governing body should:
  - Ensure that provision is made for pupils who have SEN;
  - Ensure that the needs of pupils with SEN are made known to all who are likely to teach them;
  - Ensure that teachers are aware of the importance of identifying, and providing for, those pupils with SEN;
  - Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
  - Ensure that a pupil with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical;
  - Report to parents on the implementation of the school's policy for pupils with SEN;
  - Have regard to the Code of Practice when carrying out its duties to pupils with SEN; and
  - Ensure that parents are notified of the decision of any extra provision being made for their pupils.
- The governing body will appoint a governor with particular responsibility for SEND. Their name is indicated in the section titled [Key roles](#), and details of their role are outlined in the section below.
- **Note:** Whilst the appointed governor should take the lead on monitoring SEND provision, the **governing body retains collective responsibility**.

## **6.4 The governor with particular responsibility for SEND**

- The role purpose of the governor with particular responsibility for SEND is:
  - To lead on the governing bodies' monitoring of SEND arrangements, ensuring that all pupils with SEND get the support they need and update the governing board on this.
  - To act as the governing bodies' specialist on SEND and champion the needs of pupils with SEND at governing body level.
  - Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.



- Precise details of this governor's role can be found in the document titled 'Governors code of conduct (including role descriptions)' which can be found in the policies section of the school website, or be obtained from the school office.

## 6.5 The Head teacher

- The Head teacher
  - is the named 'first point of contact' within the school for day-to-day matters and/or queries regarding pupils with SEND;
  - will liaise with the SENDCO;
  - will liaise between the SENDCO and Governing Body;
  - is responsible for staffing and staff management in co-operation with Capita HR;
  - will undertake an annual audit of staff training needs related to SEND, which the school will endeavour to meet, in conjunction with school priorities; and
  - will provide particular information/support to Early Career Teachers and new members of staff, regarding pupils with SEND, as part of their induction.
  - have overall responsibility for the provision and progress of learners with SEND and/or a disability

## 6.6 The SEND Co-ordinator (SENDCO)

- The Special Educational Needs Co-ordinator (SENDCO) is the lead member of staff for SEND, with responsibility for overseeing the day-to-day operation of the SEND policy and co-ordinating provision for children with SEND.
- To provide our SEND pupils with the best possible support, our Governors have elected to commission the services of a highly experienced external SENDCO to fulfil this specialist role for our school. (The section titled [key roles](#) provides the SENDCO's name and contact details.)
- The key responsibilities of the SENDCO (as outlined in section 6.90 of the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)) include:
  - 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 this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have 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 appropriate support and high quality teaching
  - Advise on the graduated response to providing SEND support
  - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
  - Be the point of contact for external agencies, especially the local authority and its support services
  - liaising with parents of pupils with special educational needs.
  - liaising with early years providers,
  - Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
  - liaising with the relevant Designated Teacher where a looked after pupil has SEN.
  - Where possible, work with the headteacher, governing body and external agencies to ensure that with the available resources and skills, the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
  - Ensure the school keeps the records of all pupils with SEND up to date
  - Contributing to the in-service training of staff.

## 6.7 Specialist Provision

- There is a wealth of experience and expertise within the school staff including those trained in Paediatric First Aid, AET Autism Awareness and Good Practise, Diabetes, Epilepsy, administering of EpiPens, Drawing and Talking Therapy and Decider Skills. Staff share expertise through collaborative training opportunities as well as accessing local and national training. Staff training records are reviewed regularly and development needs are identified and training arranged as necessary.
- However, where appropriate we will work with a range of outside agencies to support the needs of our pupils including Social Care, CAMHS, educational psychologist, specialist advisory teachers, Children's Physical Health and Development Team and voluntary agencies such as Barnardo's and Family Action.
- A referral to specialist provision may be organised, where this is needed, in order to help in meeting a pupil's special educational needs, and support their families.
- Examples of specialist providers are shown below:
  - Teaching Assistants, who will support pupils in class to access and progress in their learning.
  - Pastoral support can be provided by a member of our school staff who has completed 'mental health' first aid training, and is able to provide support for social, emotional and mental health issues;
  - the LA's Student and School Support staff offering support in areas including Communication and Interaction and Physical and Medical needs;
  - Health Services, (e.g. speech therapy and physiotherapy);
  - Social Care;
  - Local Authority SEND Specialist Teaching Service;
  - Children's Physical Health and Development Team;
  - and
  - Voluntary groups.

The above list is not exhaustive, and alternative support may be sought where it is felt to be of benefit.

- The Head teacher and/or SENDCO will liaise with specialist providers, and make the necessary arrangements, in conjunction with the parents of the pupil concerned.
- This needs and wellbeing of our pupils is further supported by the PSHE aspects of the curriculum, and the school also carries out regular 'Pupil Voice' activity to capture their views.

## 6.8 Parents

- Parents are encouraged to contact their child's teacher, Head teacher, or SENDCO, at any time, with any queries or concern about the needs of their child, or the provision put in place for them.
- Please also see the section titled [working with parents and children](#) for more information.

## 7. Teaching, learning, and access to the curriculum/extra-curricular activities

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.

- High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Where needed we can provide more targeted intervention. This may include – Writing support, Spelling, Punctuation and Grammar, Maths skills, Smart Moves, Social Interaction program such as Time to Talk and Socially Speaking, Wellbeing support, eg. Nurture Groups, Drawing and Talking therapy, 1:1 Pastoral support, Speech and Language support as advised by external specialists, Phonics intervention and 1:1 Reading.
- We believe that every child is unique and every child is special. Our whole curriculum is designed to support their academic, social and emotional development.
- All teachers take account of the inclusion statement in The National Curriculum, which covers:
  - Setting suitable challenges; and
  - Responding to pupil's needs and overcoming potential barriers for individuals and groups of pupils.
- All pupils will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved.
- We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to achieve their potential. Children with SEND are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.
- The curriculum is differentiated as regular classroom practice by all teachers, so that all pupils, including those with SEND, are able to access work in class. Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives; work is differentiated and assessment used to inform the next stage of learning.
- We aim to recognise strengths as well as development areas, and involve all pupils in all the activities of our school.
- All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- Class trips are part of our curriculum and we aim for all children to benefit from them.
- No child is excluded from a trip because of SEND or medical needs and all of our pupils are encouraged to go on our residential trip.
- Some pupils may require special arrangements when doing tests. This will be agreed after consultation with other staff and outside agencies.

## **8. Identification/assessment of SEND**

- As outlined in our school's Curriculum, Teaching and Learning Policy (which encompasses feedback, assessment and school evaluation), our teachers and teaching

assistants focus continually on 'understanding how children are progressing towards achieving standards (during and between lessons)'. They do this through:

- Asking questions;
  - Asking children to demonstrate;
  - Group or individual discussion;
  - Observing children; and
  - Written work.
- Formative assessments, summative assessments, and moderation of standards enable our teachers to assess every pupil's progress. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
    1. Is significantly slower than that of their peers starting for the same baseline.
    2. Fails to match or better the child's previous rate of progress.
    3. Fails to close the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs.

- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. At Stoneraise School we have a robust cycle of intervention groups and we track their effectiveness in closing the gap.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it or whether something different or additional is needed.
- Children with SEND are identified as demonstrated in our Curriculum, Teaching & Learning Policy.
- The progress of every child is monitored in line with our Curriculum, Teaching & Learning Policy at regular progress meetings. Where children are identified as not making sufficient progress, discussion take place between the Head Teacher/SENDCO/Class Teacher and Parent(s) and a plan of action is agreed.
- Early identification, assessment, and intervention are recognised as the key to meeting the needs of the individual pupils.

**Note:** Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to speak to the child's class teacher or SENDCO or contact their GP if they think their child may have an Autistic Spectrum Condition (ASC), Attention deficit hyperactivity disorder (ADHD), or other disability.

## 9. Looked after children

- The school has a designated teacher for looked after children, as outlined in the section titled Key roles.
- The SENDCO will liaise with the relevant designated teacher where looked after children have SEND.
- The school will work with the 'Cumbria Virtual School', which is responsible for raising the educational standards of Looked after children, and will take advantage of the information and advice service which they provide for teachers, parents and other professionals of previously looked after children.

- Where a looked after child is being assessed for special educational needs, it is vital to take account of information set out in the Care Plan. SEND professionals must work closely with other relevant professionals involved in the child's life as a consequence of him/her being looked after. These include the social worker, designated doctor or nurse, independent reviewing officer (IRO), Virtual School Head and designated teacher in school.
- The SENDCO and school will follow the guidance contained in the SEND Toolkit and the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#) when considering the needs of any looked after or previously looked after child.

## 10. Working with parents and children

- At all stages of the Special Educational Needs process our School keeps parents, and pupils, fully informed and involved. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
  - We focus on the child as an individual, not their SEND label
  - We avoid professional jargon
  - Focus on the strengths of the child
  - Everyone develops a good understanding of the pupil's areas of strength and difficulty
  - We take into account the parents' concerns
  - Everyone understands the agreed outcomes sought for the child
  - Everyone is clear on what the next steps are
  - Bring all stakeholders together to ensure clarity and agreement. Minutes of these early discussions will be added to the pupil's record and given to their parents.
- We acknowledge the importance of school staff, parents, and pupils all working together to achieve the best outcomes, and we aim to have good and informative relationships with all of our families.
  - We will put in place arrangements for consulting parents of children with SEN and involving them in their child's education; and
  - We will also put in place arrangements for consulting pupils with SEN, in an age appropriate way, and involving them in their education.
- We will always encourage parents, in the first instance, to contact the teacher or Head teacher in case of any query or concern. We recognise they have expert knowledge of their son or daughter, and will take into account the wishes, feelings and knowledge of both parents and pupils and encourage them to make an active contribution to the pupils' education.
- The Headteacher will make themselves available at parents' evenings (and at other times on request), to discuss any specific issues in relation to pupils with SEND.
- As well as formal review meetings, parents are also able to contact the Head teacher and/or SENDCO by email, letter or phone message at any time regarding any issue relating to SEND. We encourage parents to do this in recognition that they often will identify difficulties pupils are having at an early stage, and early intervention is always more effective.
- The school and SENDCO will also work with parents to ensure that they are able to access the specialist local sources of information which are available to parents of children who have SEND, including:

- Cumberland's Local Offer:  
<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>  
and
- [Cumbria's SEND Information Advice and Support \(SENDIASS\) Service](#).

## 11. Adaptations to the curriculum teaching and learning environment

### 11.1 General adaptations to help children learn

- We recognise that sometimes, children need additional support to allow them to thrive.
- As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. For example a child who is dyslexic may have reduced writing demands for non-literacy based tasks such as recording the results of a science experiment. This instead might be done using dictation software.
- The school has a range of interventions available which are listed and costed on a provision map.
- When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.
- Wherever possible, being open and flexible with our approach and listening to the advice of external specialists.

### 11.2 Adaptations to the physical environment

- Our school is disability friendly. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.
- Other adaptations to the physical environment will be made, as appropriate, to accommodate children with sensory disabilities.
- All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc by ensuring classrooms are uncluttered and tidy at all times. This is good practice to support all children but is vital for those with specific sensory difficulties.

## 12. Additional support

- Provision of support in our school is needs led.
  - Wherever possible pupils are supported and maintained within the classroom, reflecting the entitlement of pupils to share the same learning experiences of their peers. There are times, however, when, to maximise learning, the pupils work in small groups or in a one to one situation.
  - For most pupils in-class support is focused on core subjects, such as English, maths and science. Some pupils with specific or complex needs may receive support in other lessons.
  - Additional support may be set out in an individual Provision Plan for pupils with more complex needs.



- Additional support may take the form of working with one of our highly qualified teaching assistants on a 1:1 or small group basis. Teaching assistants will support pupils in small groups when a group of children's needs are similar or when being together would be mutually beneficial. We work with the following agencies to provide support for pupils with SEND:
  - SEND Teaching Support Team from Local Authority which includes advisors for Autism, Severe Learning Difficulties, Physical/Medical, Deaf/Hearing Impaired, Educational Psychologists, Speech and Language.
  - Family Action
  - Springboard Child Development Centre
  - Fairfield / CAMHS
  - Counselling services
  - Speech and Language Therapy
  - Occupational Health / Physiotherapy

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the wider school life such as being in school council or school teams e.g. chess
- Pupils with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying and take any accusations of bullying seriously.

### **12.1 SEN support (SENS)**

- If a child is experiencing difficulties, parents will be informed either at parents meetings or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as requiring SENS.
- Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:
  - Formally let them know that their child is in need of SENS;
  - discuss assessments that have been completed; and
  - agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#).

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

- A support plan or pupil passport will be created. A support plan records specific and challenging targets for the child to achieve, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. A pupil passport records the child's strengths and barriers and ways to help them but does not set specific targets for them to achieve.

### **Reviewing/measuring progress against SENS Support**

Targets for a child with SENS are deliberately challenging in the attempt to close the attainment gap between the child and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors

progress towards the targets during the intervention, and by the SENDCO who monitors overall progress after the intervention. The SENDCO monitors interventions to identify 'what works'.

The SENDCO, class teacher or teaching assistant record a short comment about progress made towards each of the targets for the review.

Support plans and pupil passports are reviewed three times per year.

## 12.2 Moving to an EHC Plan (Education, Health and Care Plan)

- If a child fails to make progress, in spite of high quality, targeted SEN Support, we may apply for the child to be assessed for an EHC Plan. (See the section titled [Definitions](#))
- Generally, we apply for an EHC Plan if:
  - The child has a disability which is lifelong and which means that they will always need support to learn effectively;
  - The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.
- If the application for an EHC Plan is successful, a member of the Local Authority should call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.
- Education Plans contain specific targets and are designed to inform teaching and learning and therefore enable pupils to progress. All pupils identified as having additional needs or with an EHC plan have their additional or different provision recorded and their progress planned for and monitored.
- The SENDCO will consult with parents, pupils, teachers and support staff about a pupil's plan, and provision will be made to ensure that all interested parties are aware of the learning targets and their contribution to its implementation.
- The SENDCO will provide further, more detailed, information about EHC Plans to parents, in all cases where an EHC Plan is being considered.
- Appropriate confidentiality measures will be implemented, in line with the school's confidentiality Policy.

### **Reviewing/measuring progress against an EHC Plan**

- All EHC Plans will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness. All review outcomes will be recorded and if appropriate new targets will be set. Parents and pupils will be invited to take part in the review and target setting process.
- Times for review will be set when a plan is put in place, these will usually be tied to the school assessment calendar, but parents, pupils or staff can request that a plan be reviewed at any time as circumstances can change.
- If we have evidence that a pupil is making insufficient progress despite support in place, the SENDCO may seek further advice, from an external specialist within Children's Services or Health Services. This could include referral to other professionals, including



specialist teachers, educational psychologist, inclusion officers and Health Service professionals. The SENDCO will keep parents and pupil fully involved and informed about any proposed interventions.

- The range of support for pupils following the involvement of other agencies will be similar to that prior to that involvement but may be necessarily more intensive.
- Progress will be reviewed once every term and shared with parents. When support needs to be changed or amended significantly due to progress or lack of progress, parents will be fully involved in the process. Staff will work closely with relevant partners to ensure that pupils receive the support they need to make progress.

## 13. Transfer/transition arrangements

### 13.1 Transition between classes

- We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, as smooth as possible. This may include for example:
  - Additional meetings for the parents and child with the new teacher; and/or
  - Additional visits to the classroom environment in order to familiarise children with their new environment.

### 13.2 Transition to Secondary School

- Pupils with SEND often require additional support to prepare for change, and enhanced transition arrangements are tailored to meet individual needs. Transition reviews for Year 6 pupils are held, where possible, in the summer term of Year 5, or the autumn term of Year 6. The secondary school SENDCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.
- Strong links are built with local nurseries and secondary schools.

## 14. Cumberland's Local Offer

- The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area, and how to access them.
  - Cumberland's 'Local Offer' provides all kinds of information to families of children and young people with special educational needs and disabilities (SEND).
  - It includes provisions from birth to age 25, across education, health and social care, and enables families to make informed choices about the support they receive.
  - The Local Offer will continue to develop and expand as more information and guidance on provision is added.
  - The Local Offer gathers and publishes information that might be helpful, and is 'all in one place'.
- Cumberland's Local Offer:  
<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

## 15. Cumbria's SEND Information, Advice and Support Service (SENDIASS)

- SENDIASS offers impartial information, advice and support to children and young people with SEND and their parents. Confidential and impartial support is offered so parents can make informed decisions about their child's education.
- SENDIASS website: ['SEND Information, Advice and Support Service' \(SENDIASS\)](#)

## 16. Allocation of resources

- The Head teacher is responsible for the operational management of any specified/agreed resourcing for SEND provision within our school, including provision for pupils with Education, Health and Care Plans.
- The Head teacher will inform the governing body of how any funding allocated to support SEND has been deployed as part of normal monthly financial monitoring.
  - The Head Teacher, SENDCO, Lead SEND governor, and the Chair of the Governors Finance Committee will meet at least annually to agree how to use any funds relating to SEND, including those directly related to EHC Plans.
  - The effectiveness of the resources for SEND will be monitored as part of the on-going self evaluation of our school.
  - The school aims to allocate resources appropriately to meet the needs of all children with special educational needs.

## 17. School SEND data

- The school will make data available to the Local Authority on the levels and types of need within the school. This data will inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.
- Our school completes the School Census to provide the above information annually to the Local Authority.

## 18. Complaints procedure

- We encourage parents to speak to their child's teacher, the Head teacher, or SENDCO to try to resolve any concerns that they have, and we hope that this approach eradicates the need for parents to lodge a complaint. We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. If you have something to tell us, whether good or bad, please contact the class teacher or SENDCO.
  - However, should it be needed, our School 'Concerns and Complaints Policy and Procedures' can be found on the school website, or be obtained on request from the school office.
- Where parents and young people do not agree with the decisions made by their Local Authority, the Special Educational Needs and Disability Regulations 2014 set out the arrangements for resolving disagreements. This includes the requirement for mediation prior to an appeal to the First-tier Tribunal (Special Educational Needs and Disability). The SENDCO can provide more information about this on request.

## SEND INFORMATION REPORT

### 1. Purpose of the SEND Information Report

Our SEND Information Report, about the implementation of our school policy for pupils with SEN, is issued to ensure that the school complies with:

- [Section 69\(2\) and Section 69\(3\) of the Children and Families Act 2014](#); and
- [regulation 51](#) and [schedule 1](#) of the [Special Educational Needs and Disability Regulations 2014](#).

Statutory guidance on this legislation is contained in paragraphs 6.79 to 6.82 of the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#), and has been used to collate the list of requirements that is shown below.

### 2. SEND Information which we are required to publish

The legislation detailed above means that we must publish all of the information listed below, on our website, at least annually:

<b>We are required to publish information regarding:</b>	<b>Our response:</b>
The kinds of SEN that are provided for.	See the section titled <a href="#">Areas of Special Educational Need (SEN)</a> above.
The school's policies for identifying pupils with SEN and assessing their needs.	See the section titled <a href="#">Identification/assessment of SEND</a> above.
The name and contact details of the SEND co-ordinator (SENDSCO).	See the section titled <a href="#">Key roles</a> above.
Named contacts within the school for situations where young people or parents have concerns.	See the section titled <a href="#">Key roles</a> above.
Arrangements for consulting parents of children with SEN and involving them in their child's education.	See the section titled <a href="#">Working with Parents and Children</a> above.
Arrangements for consulting pupils with SEN and involving them in their education.	See the section titled <a href="#">Working with Parents and Children</a> above.
Arrangements for supporting children in moving between phases of education and in preparing for adulthood.	See the section titled <a href="#">Transfer/Transition Arrangements</a> above.
Information about the expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured.	Our SENDSCO has over fifteen years' experience in this role and has worked across several settings.  Our staff are given regular updates on matters relating to SEND and receive training in more

	<p>specific areas as appropriate.</p> <p>Training arrangements for all staff are detailed in the section titled <a href="#">Roles &amp; responsibilities</a> above.</p> <p>The school can also access other additional expertise, where this is needed. See the section titled <a href="#">Specialist Provision</a> above.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's special educational needs and supporting their families.</p>	<p>See the section titled <a href="#">Specialist Provision</a> above.</p>
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	<p>See the section titled <a href="#">Complaints Procedure</a> above.</p>
<p>Arrangements for supporting children and young people who are looked after by the local authority and have SEN.</p>	<p>See the section titled <a href="#">Looked after children</a> above.</p>
<p>Information about the school's policies for making provision for pupils with special educational needs, (whether or not pupils have EHC Plans), including:</p>	<p>See the school's <a href="#">SEND POLICY</a> above, and also the information which is summarised in the next 7 lines within this table.</p> <p>Please also note that the school has some other policies/procedures which make reference to pupils with SEND – for example:</p> <ul style="list-style-type: none"> <li>• Behaviour Policy and procedures</li> <li>• Child Protection Policy</li> <li>• Children with health needs who cannot attend School Policy &amp; Procedures</li> <li>• Accessibility Audit</li> <li>• Accessibility Plan</li> </ul>
<p>(a) how the school evaluates the effectiveness of the provision made for pupils with SEN;</p>	<p><b>Evaluating the effectiveness of SEND provision</b></p> <p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> <li>• Reviewing pupils' individual progress towards their goals each term – Graduated Approach</li> <li>• Reviewing the impact of interventions through case studies</li> <li>• Using pupil and parent questionnaires</li> <li>• Monitoring by the SENDCO</li> <li>• Holding annual reviews for pupils with an EHCP</li> <li>• Team Around the Family meetings</li> </ul>

<p>(b) the school's arrangements for assessing and reviewing the progress of pupils with SEN towards outcomes. (This should include the opportunities available to work with parents and young people as part of this assessment and review.);</p>	<p>See the above sections titled: <a href="#">Reviewing/measuring progress against SENS Support</a> <a href="#">Reviewing/measuring progress against an EHC Plan</a> <a href="#">Working with parents and children</a></p>
<p>(c) the school's approach to teaching pupils with special educational needs;</p>	<p>Our approach to teaching pupils with SEND is detailed in the section titled <a href="#">Teaching, learning, and access to the curriculum/extra-curricular activities</a> above.</p>
<p>(d) how adaptations are made to the curriculum and the learning environment of pupils with SEN. (In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.);</p>	<p>See the section titled <a href="#">Adaptations to the curriculum teaching and learning environment</a> above.</p>
<p>(e) additional support for learning that is available to pupils with special educational needs;</p>	<p>See the section above titled <a href="#">Additional support</a> above.</p>
<p>(f) how pupils with SEN are enabled to engage in the activities available (including physical activities), with other pupils who do not have SEN; and</p>	<p>See the section titled <a href="#">Teaching, learning, and access to the curriculum/extra-curricular activities</a>; and <a href="#">Adaptations to the curriculum teaching and learning environment</a> above.</p>
<p>(g) support for improving the emotional and social development of pupils with SEN. (This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.)</p>	<p>See section 12 Additional Support See also the section titled <a href="#">Specialist Provision</a></p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>The Head teacher and governors will review the requirements for equipment and facilities required for any pupils with SEND, on an individual and needs-led basis, and will make plans accordingly.</p>
<p>Details of the school's contribution to the Local Offer</p>	<p>Our school is listed on the 'Local Offer' website.  See the section titled <a href="#">Cumberland's Local Offer</a> above.</p>
<p>Information on where the local authority's Local Offer is published.</p>	<p>See the section titled <a href="#">Cumberland's Local Offer</a> above.</p>

<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32 of the Children and Families Act 2014.</p>	<p>See the sections titled <a href="#">Cumbria's SEND Information, Advice and Support Service (SENDIASS)</a> and <a href="#">Cumberland's Local Offer</a> above.</p>
<p>Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.</p>	<p>Details of our SEND Policy and our SEND Information Statement have been placed into this one document, for ease of reference. This is available from the school website, or on request from the school office.</p> <p><b>Please let the school office or Head teacher know if you need any further help to access any information you require.</b></p>
<p>Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.</p>	<p>See the section titled <a href="#">School SEND Data</a> above.</p>
<p>The arrangements for the admission of disabled persons as pupils at the school</p>	<p>See the section <a href="#">Admission of pupils with special educational needs/disabilities</a> above.</p>
<p>The steps taken to prevent disabled pupils from being treated less favourably than other pupils.</p>	<p>See the section titled <a href="#">Equal opportunities / Educational inclusion</a> above.</p> <p>Our action plan to respond to the audit findings is outlined in the Accessibility Plan. This is published on the school website, and can also be obtained on request from the school office.</p>
<p>The facilities provided to assist access to the school by disabled pupils.</p>	<p><i>'Improving access to the physical environment'</i> was assessed by a governor and the Head teacher in our Accessibility Audit – a copy of this can be obtained from the school office.</p> <p>Our action plan to improve access to the physical environment (to respond to the audit findings) is outlined in the Accessibility Plan. This is published on the school website, and can also be obtained on request from the school office.</p>
<p>Our Accessibility Plan prepared by the governing body under <a href="#">Paragraph 3 of schedule 10 to the Equality Act 2010</a>.</p>	<p>Our Accessibility Plan is published on the school website, or can be obtained on request from the school office.</p>
<p>How we have made the school</p>	<p>A governor and our Head teacher have carried out</p>

accessible	<p>a detailed accessibility audit; this has highlighted where we are compliant &amp; also our improvement areas. From this we have updated our Accessibility Plan &amp; set out the areas which we are to work on.</p> <p>The Accessibility Plan is published on the school website, &amp; can also be obtained on request from the school office.</p> <p>The school takes steps on a 'needs-led' basis to make the school accessible and will make changes as and when required.</p> <p>The Head teacher will continue to review accessibility, as and where required.</p>
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## REFERENCED STATUTORY AND NON-STATUTORY GUIDANCE

This Policy and Information Report will have due regard to legislation, including, but not limited to:

- [Children and Families Act 2014](#) (and related regulations).
- [Special Educational Needs and Disability Act \(2001\)](#)
- [Special Educational Needs and Disability Regulations 2014](#).
- [Health and Social Care Act 2012](#).
- [Equality Act 2010](#).
- [Children's Act 1989](#).

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

- [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#).
- [Supporting Children with Medical Conditions](#).
- [DfE Working Together to Safeguard Children](#)
- [DfE Keeping Children Safe in Education](#)