



**Old Hutton**  
C of E Primary School  
*Learning for life*

Learning for Life 'in all its fullness' (John 10:10)

## Special Educational Needs and Disability (SEND) Policy

| Approved by  |                       |
|--------------|-----------------------|
| Name:        | Governing Body        |
| Position:    | Governing Body        |
| Signed:      | <i>Governing Body</i> |
| Date:        | November 2021         |
| Review date: | June 2022             |

### Key Staff

SENCo (Special Educational Needs Co-ordinator): Charlotte Harrison

**SEND Governor:** Nicola Hills

**Exec.Head teacher/'Responsible Person' for SEND:** Brian Jones

### ***Policy, School and Local Offers of SEND Provision***

*This Policy sets out Old Hutton CE Primary School's agreed approach to Special Educational Needs. Our 'School Offer', which details our offer of provision for pupils with SEND, can be found on the school website [www.oldhuttonschool.org.uk](http://www.oldhuttonschool.org.uk) or from the school office.*

*Cumbria Local Authority's 'Local Offer' - the wider offer of provision from the county, which supports that offered by our school, can be found via a link on our website and directly at:*

*<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>*

### **Introduction**

At Old Hutton CE Primary School, we are committed to meeting the special educational needs of all our pupils and to ensuring that every child achieves the best possible outcomes. Within the Christian environment of our Church of England school, it is our aim - in partnership with parents, the staff and governors - for our children to be happy, secure and prepared for life. Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Cumbria SEND Handbook (updated September 2020)
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Equality Act 2010: advice for schools DfE (Feb 2013)

### **Aims and objectives**

We value all the children in our school equally and we recognise the right for each child to receive the best possible education. Within a caring and mutually supportive environment, we aim to:

- Build upon the strengths and achievements of every child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem
- Give equal access to all aspects of school life through academic, social and practical opportunities which will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is taking into account what is reasonably practical and compatible for the child receiving special educational provision and the effective education of their fellow pupils
- Create an environment that meets the special educational needs of each child and is inclusive
- Ensure that effective channels of communication are sustained so that all persons (including parents, carers and all involved in educating and supporting the child) are aware of their child's progress and of any special educational provision made for them
- Assess children regularly so that those with SEND are identified as early as possible
- Enable pupils with SEND to make the greatest progress possible
- Continuously develop our expertise in using inclusive teaching and learning strategies

### **Broad Areas of Need**

The four broad areas of need give an overview of the range of SEND 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 any SEN needs of pupils by considering not just the educational needs of the child, but the needs of the whole child.

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
- 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 SENCo about further actions to support the child and their needs: 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 focusing on differentiation, classroom organisation, teaching materials and teaching style. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCo to review the strategies that have been used. This review may lead to the conclusion that the pupil is still making less than expected progress and so requires help that is additional to or different from that which is ordinarily available. This would constitute as special educational provision and the child would be registered on our SEN Register as receiving SEN Support. We identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Fails to make progress with wider development or social and emotional needs
- Fails to make progress in self-help, social and personal skills

Our school will use the graduated approach to SEN provision as advised in the Code of Practice 0-25 Years: 'Assess, Plan, Do, Review'. The process is initiated, facilitated and overseen by the SENCo, whilst the class teacher

is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCo will be responsible for liaising with those agencies. The SENCo will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCo will update records of provision and the impact of that provision. The teacher will maintain the pupil's personalised plans and keep them updated. The SENCo is also available, alongside the teacher, to discuss the special educational provision of each child with the parents/carers and all involved in educating and supporting the child, when requested.

**ASSESS** - The teacher and SENCo 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 SENCo and/or 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. Both parents/carers and the pupil will be consulted to find out their views, what is important to the pupil and how best we can support them.

**PLAN** - Pupils and parents/carers will be involved in writing an Individual Pupil Plan (IPP) as much as possible. This means the pupils and the parents/carers are supported in the planning process to arrive at goals and plans that are key to their learning journey. 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 IPP 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 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 SENCo) may request an Early Help assessment (using the LA's Early Help Form) and then further statutory assessment from the Local Authority, which may lead to an Education Health and Care Plan (EHCP).

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and provision; 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 plan (IPP)
- The child's one-page profile
- Records of reviews with pupils and parents/carers, and their outcomes
- Common Assessment Framework (if applicable)
- Medical information where relevant
- National Curriculum attainment, and wider learning profile (including any relevant summative assessment results)
- Views of the parent and the child

- Involvement of outside agencies, including any educational and/or other assessments e.g Educational Psychologist, Speech and Language Therapist, CAMHS

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 seek information and advice on the child's needs, the provision that must be put in place in order to meet those needs, and the outcomes expected to be achieved by the child from:

- Parents/carers **and/or** child/young person
- The school
- An educational psychologist
- Health professionals who work with your child
- Social care staff, if applicable
- Anyone else that parents/carers request
- Any other person the LA thinks appropriate e.g. a specialist teacher
- A suitably qualified person 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 the EHC Plan**

All Statements/ EHC Plans must be reviewed at least annually. The SENCo initiates the process of inviting relevant people to the meeting. This will include the child, parents/carers and others close to the child who they and the 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-centered, looking at:

- Progress towards agreed outcomes
- What we appreciate and admire about the child (celebrating their successes)
- 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/ any arising issues
- Agreement on maintaining or amending the EHCP

Any amendments to the EHC Plan will be recorded. The SENCO 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 Special Educational Provision, when they

- Make significant progress
- 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 as 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**

This policy, together with our School Offer and Cumbria LA's Local Offer of provision for pupils with SEND, form our school's SEN Information Report for families.

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 outside agencies.

Parents/carers will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCo. They are encouraged to be involved with target setting for personalised plans (e.g IPPs). Some home activities may be provided. Parents/carers and pupils are invited to meetings where targets are set and to review progress. Parents/carers of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, with themselves invited also if deemed appropriate.

Any medical issues are first discussed with the parent/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/ her doctor.

An Educational Welfare Officer visits school regularly to offer advice. If a teacher is concerned about the welfare of a child they should consult the Head teacher or the Designated Safeguarding Leader (DSL) .

Depending on the special educational needs of the child, other agencies may also be involved, e.g. occupational therapist, speech and language therapist, physiotherapist etc.

### **Admissions**

Pupils with Special Educational Needs will be admitted to Old Hutton Primary School in line with the school's admission policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special education needs and/or a disability. 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 endeavor to collect all relevant information and plan a relevant differentiated curriculum. The school admissions policy is available from school or on the school website.

### **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 that provided in outdoor settings, school trips and in 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. The school's Accessibility Statement is available on the school website or from the school office.

### **Roles and Responsibilities**

The Governing Body:

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

The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The full governing body receives a report at every meeting to update current provision and progress on SEND issues

- The SEND policy is reviewed as part of the school's policy evaluation cycle and updated in the light of new SEND developments
- The School Offer, which explains how the school implements the special educational needs statutory requirements and what the school has in place and provides for pupils with special educational needs, is current and available via the school website

The Head teacher:

The Head teacher is the school's 'responsible person' for SEND and manages the school's special educational needs work. The Head teacher will keep the Governing Body informed about the special educational needs provision made by the school via updates in the termly Head teacher's Report to the Governors. The head teacher will work closely with the SENCO, the SEND Governor and staff to ensure the effective day-to-day operation of this special educational needs policy. The head teacher and the SENCO will identify areas for development in special educational needs and contribute these to the School Development Plan; there is usually an Action Plan with a specific SEN/vulnerable pupils focus on our annual SDP.

The SENCO is responsible for:

- Co-ordinating SEN provision for children across the school
- Liaising with and advising teachers and teaching/support assistants
- Maintaining the school's SEN register and overseeing records of all pupils with special educational needs
- Liaising with parents/carers of children with special educational needs
- Liaising with outside agencies and external specialists
- Consultation with the class teachers to ensure that IPPs, one-page profiles and provision maps are written and that reviews take place
- Liaising with the SEND governor and head teacher on all matters relating to SEND

Class Teachers and Support Staff:

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. Both teaching staff and teaching assistants/ the child's key person 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 SEND. They work together with the SENCO to write and review IPPs.

### **Training and Resources**

Relevant SEND training and CPD for the SENCO, SEN Governor, head teacher, 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.

In particular, the SENCO will keep abreast of current research and thinking on SEN matters, and will be supported to enhance her knowledge, skills and abilities through specialist courses or through the support of other professionals, e.g. attending a termly SENCO Forum. The SENCO will disseminate knowledge or skills gained via regular SEND-focus staff meetings, whole school training days and/or consultation with individual members of staff, as required.

We aim to allocate resources appropriately to meet the needs of all children with special educational needs. Most children with short-term difficulties have their needs met from resources provided by the school. Part of our main school budget is allocated to this each year. Those children whose needs are met through an Education Health and Care Plan/Statement receive additional funding provided by the Local Authority and this is used specifically to fund their additional provision. Each child's provision is based on an individual assessment of their needs and desired outcomes.

Further details of how current funding is spent are provided within our latest 'How we spend our additional funding' document, available from the school office. However, our annual SEN budget funding is usually shared between providing:

- Highly trained, skilled and experienced teachers and support staff to be deployed to best meet the needs of each individual child with SEND
- Further training for staff
- Time identified for staff to review pupil progress, discuss pupil needs and transfer information between classes. Teacher and/or Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in their individual plans and teachers are responsible for ensuring that this takes place and is monitored
- Specific resources to support additional provision e.g. IT resources, assessment and teaching materials, specially modified equipment.

### Complaints

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

- Discuss the problem with the SENCo
- Discuss the problem with the Head teacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors, and a formal meeting will be arranged to discuss and hopefully set a plan in place to resolve the issue

### Reviewing the policy

This policy will be **reviewed annually** as part of the school's policy evaluation cycle and updated in the light of any new SEND developments.

**CH - Updated November 2021**  
**Approved by Governors - TBC**