




ST. CUTHBERT'S SCHOOL

SEND AND INCLUSION POLICY

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1. Introduction

St. Cuthbert's Primary School is a safe and healthy learning environment where everyone is happy, excited, challenged and inspired to be a successful lifelong learner. We aim to do this within the context of a warm, welcoming, respectful ethos where our children further develop strong moral values. As an inclusive school, we believe that every child is unique and brings their own strengths, experiences and qualities. We aim to meet the needs of all pupils, including our pupils with special educational needs, through a rich and varied academic and social curriculum with regard to the National Curriculum guidelines 2014. We are fully committed to enabling all pupils to reach their full potential irrespective of their gender, age, ethnicity, religion, ability and social background. Children may have SEND throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment take account of the type and extent of the difficulty experienced by the child. Such children may need additional or different help from that given to other children in their cohort.

2. Aims

- To identify children with special educational needs as early as possible.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs with a clear focus on high aspirations for all our SEND pupils.
- To provide effective support and provision through our Inclusive Quality First Teaching (IQFT), evidence-based interventions and effective tracking and monitoring procedures in order that pupils can access the curriculum appropriately.
- To ensure that all pupils have access to a broad, balanced, rich, varied and relevant curriculum
- To ensure full participation of our SEND pupils in all school activities.
- To make clear the expectations of all partners in the process and provision for special needs;
- To establish an effective partnership with parents and children with SEND, where pupils and parents are at the centre of the system.
- To enable pupils to move on from us, well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of secondary school life and learning.
- To work within the guidance provided in the SEND Code of Practice, 2014

3. Identifying SEND

DEFINITION OF SPECIAL EDUCATIONAL NEEDS:

'A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.'

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child

Special Education Provision Means:

'For children aged two or more, 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.'

St. Cuthbert's Primary School will have due regard for the Special Educational Needs and Disabilities Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

The school also considers what is NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The school monitors and supports all these areas.

Categories of special educational need

The SEND Code of Practice defines SEN as areas of difficulty and/or needs which fall under these four broad areas.

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

4. Our layered approach

Layer 1: Universal Support – our inclusive, quality-first teaching that all our pupils are entitled to and receive. Inclusive Quality First Teaching. The Teachers' Standards (2012) clearly state that teachers should:

- Adopt teaching to respond to the strengths and needs of all pupils
- Have a clear understanding of the needs of all pupils, including those with SEN
- Make accurate and productive use of assessment.

Therefore, each class teacher will deliver Inclusive Quality First Teaching (IQFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made. The school's leadership team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement via pupil performance reviews and appraisal. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Early identification of pupils with SEND is a top priority at St. Cuthbert's. Children are identified as having SEN through a variety of ways including the following:-

- Liaison with the child's previous school or Early Years Setting
- Child identified to be performing below age expected levels
- Child making limited progress with their learning or development
- Concerns raised by Parents/Carers
- Concerns raised by Teacher/Teaching Assistant/other school support staff
- Liaison with external agencies e.g. Occupational Therapist, Educational Psychologist, Speech and Language Therapy Service

- Health diagnosis through paediatrician
- Observations of the child

Layer 2: Additional Support – For pupils who are under-achieving or who have short-term needs.

The additional support they receive should help them to catch-up, make progress or improve their wellbeing. However, pupils in this layer may not have special educational needs. At this point the child will receive booster group support and be identified on the school provision map. Parents will be informed that they are receiving extra support. If more support is likely to be needed then an initial concern form will be filled in by the teacher, with parental and pupil's views as well as short term targets to achieve that will be reviewed after half a term.

Layer 3: SEND Support

The 2014 Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (described above). At this point the child is registered as with SEND need in school. An Early Help Assessment (EHA) is then started and the parents, pupils, teacher and SENDCo consider all of the information about the child. A sequence of assess, plan, do and review is then started. This may include seeking advice from external agencies such as Educational Psychologists, CAMHS, Speech and Language specialists. An action plan will be drawn up with parents and regular meetings held to discuss the child's progress. The pupil's views will always be sought and brought to these meeting in person or via an advocate. This support does not replace inclusive quality first teaching.

Layer 4: EHCP

If the pupils continues to need a high level of support an Education and Health Care Plan (EHCP) can be applied for from the local authority. This means that along with school the local authority will supply some funding to enable more support to be put in place. This will include annual reviews with all the parent(s) and professionals involved with the child. This usually stays with the pupil through their school life.

5. Supporting pupils and families at St. Cuthbert's Primary School

We believe that a close working relationship with the parents of the child is vital in order to ensure;

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively.

In cases where more frequent contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to other services such as Family Action, PAC or MENCAP, where specific advice, guidance and support may be given. Parents will also be encouraged to find out more about the local offer of support, which is available for disabled children and young people in Cumbria.

The website link is <http://localoffer.cumbria.gov.uk>

Please see the school's SEN Information Report, which is published on the school website under Key information and then SEN, for more about the support we offer.

6. Roles and Responsibilities

The School's SENDCo, CLA and EAL coordinator is Mrs Handford, The School's SENDCo Governor is Aleksandra Stayne. The named safeguarding lead is Mrs Handford.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy and involved in developing and monitoring the School's SEND policy
- co-ordinating provision for children with SEND, working as part of the Inclusion team
- advising staff on the graduated approach to provide SEN support and ensure that all teachers are aware of the importance of providing for these children.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- ensuring that the school keeps the records of all pupils with SEND up to date
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- have a named Governor for Special Educational Needs. The Named Governor / Head Teacher will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEND.

7. Monitoring and evaluation

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaire, discussion and through progress meetings with parents. The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo, subject co-ordinators and the Leadership Team
- Analysis of pupil tracking data and test results - for individual pupils - for cohorts
- Analysis of Intervention data
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting targets
- Monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- Governors' reports
- The LA SEN moderation process
- The School Development Plan/SEN Development Plan
- Measuring Impact of Family Support meetings/Interventions/Outcomes

8. Training and resources

St. Cuthbert's Primary School receives funding for pupils with SEND in these main ways:

- The Mainstream Allocation
 - Delegated notional SEN budget (based on the LA formula) covers the additional support required for pupils receiving SEN Support
 - High Needs top-up Funding: Specific funds allocated to pupils with Statements or an Educational Health Care Plan. •
- Some SEND pupils may also receive Pupil Premium Funding; which is available for pupils receiving free school meals (Looked After by the Local Authority or have parents in the Armed Services.)

Continuous Professional Development in SEND and high quality staff training is co-ordinated /delivered by the school's SENDCo. The SENDCo regularly accesses training outside of school, liaises with other SENDCos in Cumbria and attends termly SENDCo forums. Where necessary, our teachers and TAs are offered specific training from outside agencies in relation to the individual needs within the class. Outside agencies can be invited to offer training as required. The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's appraisal arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCo, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching through planned training events.

9. Storage of information and complaints procedure

The school will record the steps taken to meet pupils' individual needs.

- The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's Additional Needs Files will include:
 - Information from parents/carers
 - Information on progress, behaviour and attendance
 - Pupil Passports, where used
 - Information from health/social services
 - Information from other agencies

Information collected about a child's SEN is always confidential and will only be communicated to involved persons, with the knowledge and agreement of the child's parents/carers, the Headteacher or the SENDCo. Confidential information regarding a child's SEND is kept securely in a locked filing cabinet in the Head's office. Any files and confidential information in them, should not be removed without permission. Only members of the SEND Team and SLT have authority to remove pupil information from the filing cabinet. Each class teacher has a class SEND folder. This should contain copies of Pupil targets, Provision Maps, information regarding the school's Graduated Approach and any other information related to the Additional Needs of that particular class. This folder should be kept in the classroom to ensure easy access to key information for other adults working with the pupils. The school's complaints procedure is outlined on the school's website and available from the main office upon request. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

