

SEND Information Report and Policy

Vickerstown Primary School



Approved by: S. Guest

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(Sarah Guest- Chair of Governors)

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1. Introduction and Aims

Vickerstown School has an inclusive approach to the education of children with Special Educational Needs and Disabilities (SEND). There is a commitment to all children having a common entitlement to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. Children have the opportunity to feel valued, to experience success and feel positive about themselves.

We will follow the graduated approach (see Section 5.5) outlined in the SEND Code Of Practice (Section 6.44). We will monitor the progress of all pupils to aid the earliest possible identification of SEND.

Children may have SEN 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 child.

In their planning, teachers take into account a child's special educational needs and disabilities and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life. Teachers will have consistently high and ambitious expectations of what children can achieve.

The school is committed to following the guidance in the SEND (Special Educational Needs and Disabilities) Code of Practice: 0-25 (September 2014) and the Children and Families Act 2014.

Our SEND Information Report and Policy aims to:-

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our SEND Information Report/Policy covers all required areas from the SEND Code of Practice, 0-25 years from January 2015. It gives information on making provision for pupils with SEND whether or not pupils have EHCPs (Education, Health and Care Plans).

2. Definition of Special Educational Needs (SEN)

SEND Code of Practice (2015):

"A child or young person 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 or a young person 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 or mainstream post-16 institutions."

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 in this case by a mainstream school.

3. Other relevant documents

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

4. Roles and responsibilities

In the school, provision for children with special educational needs and disabilities is the responsibility of all members of staff.

4.1 The SENCo

The SENCo is Miss Helen Robinson. E-mail: h.robinson@vickerstownschoool.org.uk

Responsible for:

- The day-to-day operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology, Specialist Advisory Teachers, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that the school keeps the records of all pupils with SEND up to date
- 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 approach to providing SEN Support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Coordinating Early Help plans and attend meetings
- Member of Safeguarding Team.
- Ensuring appropriate training given to staff working with pupils.

4.2 The Class Teachers

Responsible for:

- Ensuring they follow this SEND policy in their classroom and for all the pupils they teach with any SEND.
- Checking the progress and development of every pupil in their class and identifying, planning and delivering any additional help a child may need.
- Writing Individual Education Plans (IEP) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Working closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring that all staff working with a child in school are supported to deliver the planned work/programme for a child
- Working closely with teaching assistants or specialist staff, supporting them to deliver the planned work/programmes for individual children, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring pupils are in all aspects of class activities including responsibilities, assembly, fundraising events, etc.

4.3 The Headteacher

Our Headteacher is Mr. David Holmes

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Will give responsibility to the SENCo and class teachers but is still responsible for ensuring that children's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

4.4 The Governing Body

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

4.5 School Counsellor Mrs. Kim Robinson

Our school counsellor is responsible for:

- Overseeing the delivery of SERIS (Supporting Emotional Resilience in School) to pupils in small group situations throughout the school.
- Working with pupils one to one for counselling sessions (Talk Time), including liaising with parents.
- Responsible for PEPs (Pupil Education Plans) for Looked After Children.
- Attends Looked After Children (LAC) reviews and compiles statutory reports.
- Attends Core Group meetings
- Attends Child Protection Conferences and Child in Need meetings
- Kidsafe Tutor
- Domestic Violence Support Worker (Domestic Violent Champions Network)
- Updating Child Protection Policy and PHSE Policy
- Supporting Headteacher (mental health lead) in supporting mental health/wellbeing of pupils and staff.
- Overseeing delivery of programmes including puberty talks (Y5 and 6), Real Love Rocks (Barnardo's Safety Programme) Y6
- Transition to secondary lessons (Y6)
- Input on named IEPs (as key staff member)
- Member of Safeguarding Team

5. SEND Information Report/School Offer

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, language and communication difficulties.
- Cognition and learning, for example, specific learning difficulties (SpLD- dyslexia, dyspraxia, dyscalculia), moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD).
- Sensory and/or physical needs, for example, multi-sensory impairment (proprioception), visual impairments, hearing impairments, processing difficulties, epilepsy, physical disability (cerebral palsy).

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

A strategically resourced school is a mainstream school where children with specific types of special educational needs and disabilities are taught with their peers supported by additional special facilities and resources. Vickerstown School offers strategic facilities for children with physical/medical needs, severe learning difficulties and those on the Autistic Spectrum.

5.2 Identifying pupils with SEND and assessing their needs and our approach to teaching pupils with SEND

See flowchart at end of policy for details of Waves of Provision.

Wave 1- Universal Provision/Quality teaching for all- 'High Quality First Teaching', differentiated for individual pupils

Teachers are responsible and accountable for the progress and development of all the pupils in their class. This is detailed in the Code of Practice (6.37).

All children at universal level have their needs met through quality first teaching (QFT), along with universal health and social care services.

High quality first teaching is our first step in responding to pupils who **may** have SEND. All children get this as a part of excellent classroom practice. This is differentiated for individual pupils.

We will assess each pupil's current skills and levels of attainment on entry. The progress made by all students at school is monitored and reviewed termly at Pupil Progress Meetings. At these meetings the class teacher consults with the SENCo and maths and literacy subject leaders when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a child's progress.

Lessons are planned to address these areas of difficulty and to remove barriers to pupil achievement. All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.

Different ways of teaching are in place so that children are fully involved in learning in class. This may involve things like using more practical learning. Specific strategies are in place to support children to learn.

Teachers carefully check children's progress and decide if a child has a gap in their understanding/learning and if they need some extra support to help them make the best possible progress.

Making higher quality first teaching normally available to the whole class is likely to mean that fewer pupils will require further support. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

Wave 2- Short Term Targeted Provision

When a child is identified as not making expected progress, the child may receive specific and targeted intervention within a smaller group of children. We use a range of different interventions which may be run in the classroom or outside, by a teacher or most often a Teaching Assistant who has had training to run these groups. These are group sessions with specific targets to help a child make more progress. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Such additional adult support compliments the teaching and the curriculum is differentiated to ensure access for all.

The impact of the intervention on the child's progress is measured and recorded. Progress is then reviewed.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

The school does not identify children as having special educational needs unless action is taken that is additional or different from that which goes on in the classroom as part of Quality First Teaching and small group work.

Interventions are overseen by the SENCo and by maths and literacy subject leaders. Subject leaders also work to support staff to deliver interventions.

Wave 3- SEN Support- Long Term Targeted Provision (SEN Support/The Graduated Approach)

In order for a child to be placed on the special educational needs and disability (SEND) register they must have a learning difficulty or physical disability that creates a barrier to their learning and means that without provision which is different from or additional to that normally available to their peers (Quality First Teaching (Wave 1) and Short Term Targeted Provision (Wave 2)), they make significantly less progress than is expected.

Class teachers will fill out an Initial Concerns Form and a discussion with the SENCo will follow.

The triggers for concern are described in the SEND Code of Practice (para 6.14- 6.27).

When a child is identified by the class teacher and SENCo as needing extra/specialist support in school (SEN Support- Wave 3) we will meet with parents and suggest an Early Help Assessment (if this hasn't happened earlier). This is a way of working with an individual child and it involves listening to parents and the child to find out their strengths and needs.

There may be cognitive barriers to learning, speech and language difficulties, mental health issues, social and/or environmental factors.

We may also discuss referrals to outside professionals to support the child's learning, for example Specialist Advisory Teachers and Speech and Language Therapists.

The aim is for everyone to agree and understand the outcomes sought for the child and for everyone to be clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

Once we have determined the support needed, we will take action to remove a child's barriers to learning through SEN Support using the Graduated Approach.

The Graduated Approach is used to meet the pupil's needs and this will involve the use of a four-part cycle of **Assess, Plan, Do, Review** (see flowchart at the end of this document for details of each stage). Earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This graduated approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

This cycle of intervention will be recorded on an Individual Education Plan (IEP). All IEPs are reviewed after an appropriate period of time to enable a judgement to be made about their effectiveness, but in any case at least once a term. All review outcomes are recorded. Parents and children, when appropriate, are invited to take part in the review and target-setting process. Our IEPs have SMART targets.

After a number of cycles of intervention if the child is making progress this may mean SEN Support is no longer required.

However, if the desired progress is not achieved despite targeted provision a child may be identified by the class teacher/SENCo and other professionals involved as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to school.

Education, Health and care Plans

The school (or parents) can request that the Local Authority carry out a statutory assessment of a child's needs. After the school have sent in the request to the Local Authority (with a lot of information about the child, including some information from parents), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask the professionals involved with the child to write a report outlining their needs. If they do not think a child needs this, they will inform the school who will continue with their own support for the child.

This may lead to an Education and Health Care Plan (EHCP) for the child. This means top up funding for the school often giving specified additional hours of teaching assistant time to boost learning. There would also be increased involvement from professionals outside of school, including the Educational Psychologist.

An EHCP outlines the number of hours of individual/small group support a child will receive from the school together with the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for the child. The additional adult may be used to support the child with whole class learning, run individual programmes or run small groups including the child.

Children with an Education Health Care Plan (EHCP) will, in addition to the on-going review of their progress and specific support through their IEP, have an annual review. A report containing recommendations will be provided for the LA, which will consider whether to maintain, amend or cease the EHCP (R3), using the procedures described in Sections 9.166 -9.176 of the Code of Practice for SEND.

A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Class teachers are accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

5.3 Consulting and involving pupils and parents

The children are at the heart of everything we do and attention to the pupil voice is important in our day-to-day life, policies and procedures. For us 'pupil voice' is about giving our pupils the opportunities to share their views, their feelings and their learning, and be supported to communicate them, whether that be by spoken word, signing, symbols, gesture or a combination of any of these. At the root of all this are strong relationships with staff.

Parents should in the first instance contact the class teacher in case of any concern or difficulty. Class teachers and support staff work closely with parents throughout their child's education.

At all stages of the SEND process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

We encourage parents of children with additional needs to talk to their child's teacher and teaching assistant regularly so we know what they are doing at home and we can tell parents about what we are doing in school. If a child comes to school on transport Class Dojo will be used for such communication. We hope this will ensure that we are doing similar things to support children both at home and school and enable us to share what is working well in both places.

Information from outside professionals will be discussed with parents and/or sent in a report.

The SENCo is available by appointment to answer any queries and discuss concerns/worries parents may have.

5.4 Assessing and reviewing pupils' progress towards outcomes

Progress of pupils with SEND will be measured against age related expectations where appropriate. If this is not suitable, progress will be measured against PIVATS (p-levels).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education present.

5.5 Adaptations to the curriculum and learning environment

Children learn at different rates, require different strategies for learning and require a range of different teaching strategies and experiences.

This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal high quality classroom teaching arrangements (see 5.3) and appropriate differentiation, which may include short-term support.

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that the child's needs are met by planning to develop children's understanding through the use of all senses and experiences, and planning for children's full participation in learning, and in physical and practical activities.

Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives; work is differentiated and assessment used to inform the next stage of learning.

Teaching will be adapted for pupils with SEND. Children will be supported in all curriculum areas so that they may achieve their best.

Senior and Higher Level Teaching Assistants can adapt planning to support the needs of the child where necessary.

Specific resources and strategies will be used to support the child individually and in groups.

There is a continuum of provision dependent on individual needs. This can include withdrawal work into small groups, individual work or in-class support. Withdrawal groups are carefully timetabled to ensure that children still have access to the full curriculum.

Planning and teaching will be adapted on a daily basis if needed to meet the child's learning needs.

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

IEPs contain a number of specific targets designed to enable the child to progress. All children with SEN have an IEP.

The SENCo and headteacher meet regularly to review the special needs provision.

Individual risk assessments are completed for some children particularly in respect to their safe evacuation from the building in the event of an emergency.

Some children have an Individual Health Care Plan.

Some children have Positive Handling (behaviour) plans

Access arrangements are detailed in our Accessibility Plan.

5.6 Use of ICT to support pupils with SEND

ICT is used in school to support inclusion and to enable learners to communicate, participate in lessons and learn more effectively. Technology can enable greater learner autonomy, unlock hidden potential for those with communication difficulties, enables students to demonstrate achievement in ways which might not be possible with traditional methods and it can enable tasks to be tailored to suit individual skills and abilities.

In school, we use a variety of technological tools, both static and mobile, hardware and software, to engage our students with SEND and increase engagement within the classroom. Each classroom has an interactive whiteboards. Desktops, laptops and software still play a crucial role in special needs education as there is a range of programmes to assist students who need learning support. Technology used in the SEND setting needs to be versatile, meeting the needs of the users and to some extent the curriculum, and mobile technology, including tablets, can often accommodate the many different requirements of SEND students. For some children with SEND access to the appropriate ICT-based solution provides an increased chance to participate in society and realise their full potential.

Under the guidance of Speech and Language Therapists, children in school have used assistive technologies/voice communication aids.

5.7 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Our purpose built school incorporates many features which reflect good practice for children with SEND. The school is on a single level so children can access all areas regardless of physical ability. Features such as acoustic panels and underlay ensure the school environment is calm and quiet. We have a specialist sensory room which can be used by all pupils and a number of additional learning rooms which can be used for teaching small groups. We have both a fixed and mobile hoist for changing and toileting, specialist toilets and a physiotherapy bed. A range of adapted furniture and manual handling equipment has been purchased based on individual requirements.

In addition the school has a range of indoor and outdoor play equipment and outdoor learning resources. The school has outdoor playground equipment and climbing areas. We have a multi use games area (MUGA), an allotment, a large games field with areas to explore and bicycles and tricycles.

Children with SEND are encouraged to be part of the school council. All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip. All pupils are supported to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of SEN or disability.

Our Accessibility Plan is on the school website.

5.8 Additional support available to pupils with SEND and Qualifications and expertise of staff

We have a team of 22 teaching assistants, most of whom are Senior Teaching Assistants, with 3 being Higher Level Teaching Assistants (HLTAs).

Our SENCo has 4 years of experience in this role and has worked at Vickerstown School for 21 years, previously as a class teacher before becoming SENCo. The SENCo is a member of the Senior Leadership Team and has undertaken National Award for Special Educational Needs Co-ordination at Edge Hill University. The SENCo's job is to support the class teachers and teaching assistants in planning for children with SEND.

Teaching assistants support pupils on a 1:1 basis and in small groups in and out of class. A number of TAs deliver interventions.

Staff employed in school become experienced in working with children who have a diverse range of needs. They are our most valuable resource!

Members of support staff have extensive experience working with children with a wide range of additional needs and hold a number of qualifications for supporting their education.

Most staff members have a Paediatric First Aid qualification and all have a Safeguarding Level 1 qualification, with the Safeguarding Team having both Level 2 and 3 Safeguarding Qualifications.

Over the past few years, staff have had training in Understanding and Supporting Pupils on the Autism Spectrum. A number of staff have a diploma in Autism Awareness accredited through University of Lancaster or University of Cumbria. A number of staff also have qualifications in Specific Learning Difficulties and Counselling.

We have our own Manual Handling Assessor who has trained all staff concerned with manual handling and this is updated as required.

We work with a large number of agencies to provide support for pupils with SEND- See below (5.11).

Each year the needs of children within our school are carefully considered and training organised to up-skill staff. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND topics such as ASC, Speech and language difficulties and the use of resources to support pupils learning. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

5.9 Support for improving emotional, mental and social development of pupils with SEND

Extra pastoral arrangements are in place for listening to the views of our children and young people with SEND. Guidance on this is detailed in the Code of Practice (6.21-6.23).

We have a school counsellor who works with individual children and groups. They also offer advice to individual children's key workers on how best to support children when this is more appropriate. This can be to support social/emotional issues as well as offering the confidential space for children to understand their disability, diagnosis or needs and share their thoughts and feelings whilst developing their confidence and self-esteem.

We understand that children displaying persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Professionals should also be alert to ACEs (adverse childhood experiences)-other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties school should consider whether the child might have SEN.

Measures are in place to prevent bullying from occurring and deal with it effectively when it does. These are detailed in section 13 of the school's Behaviour Policy. Specific types of bullying include those relating to SEN and/or disabilities.

5.10 Working with other agencies

It is crucial to have a child-centred, multi-agency approach. The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of pupils with SEND and in supporting their families.

We work closely with a number of external support agencies when identifying, assessing and making provision for children with SEND, including developing appropriate targets and provision for our children. We regularly make referrals to these services.

Professionals visit children in school, meet parents and teachers, provide materials and give advice on how to use them.

These include:-

Specialist Advisory Teachers (Autism, Developmental Language Disorders, Hearing and Visual Impairment, Physical/Medical and Severe Learning Difficulties)

Educational Psychology Service including The Behaviour Support Team

Speech and Language Therapy

Child and Adolescent Mental Health Services (CAMHS)

Occupational Therapy

Physiotherapy

Educational Welfare Services

Medical Practitioners, including Children's Community Nursing Team, Children's Disabilities Team, Community Paediatrics and Medical Consultants

Community Learning Disabilities Team

Autism Family Support Workers

Adoption Support Services

Children Looked After Support Services

Education Welfare Officer (EWO)

Hospital Home Tuition Service

Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA (Children Looked After). The school recognises that children

that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan. The school has a designated member of staff for coordinating the support for CLA, Kim Robinson, our School Counsellor who works closely with the SENCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff and that the appropriate support is given.

The named EHC Coordinator for the school is Naomi Sheane.

5.11 Securing equipment and facilities

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including

- Pupils getting extra support already
- Pupils needing extra support
- Pupils who have been identified as not making as much progress as would be expected and decide which resources and support are needed.

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for students with EHCPs.

The Headteacher and SENCo meet regularly to agree how to use funds, including those directly related to EHCPs.

The effectiveness of the resources for special needs is monitored as part of the on-going process of self-evaluation in school. All resources and support are reviewed regularly and changes made as needed.

5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with special educational needs and disabilities by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions when they are completed
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.13 Contact details of services for parents and carers of pupils with SEND

If parents and carers feel they would like some impartial information, advice or support on any issues relating to their children's special educational needs and disabilities (SEND), they can contact the Cumbria SEND Information, Advice and Support Service (SENDIASS) who can offer a range of support. They help parents, carers and young people to prepare for meetings with schools or the local authority and practically support them at the meetings in an appropriate and impartial manner. They can also signpost to other relevant support networks.

For more information on SENDIASS and how to find support, please click on this link:

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/default.asp>

5.14 Supporting pupils with SEND moving between phases

We recognise how important a successful transition is to our pupils with additional needs.

Children new to school

The SENCo liaises with local schools and nursery schools to ensure that effective arrangements are in place to support children with additional needs as they transfer. This may include additional visits to school and usually takes place in the term before they move. This includes opportunities to meet their new staff and visit their new classroom. The SENCo will attend meetings at the feeder setting to gain information ahead of the children starting.

Links with other local primary schools are maintained through the regular meeting of the local primary SENCo group.

Year 6 to Year 7

We encourage parents and carers to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority. This ensures they can make a well informed decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

Once parents have made a decision about which secondary school they are going to send their child to, we work in partnership with them to provide an enhanced level of transition for those who we feel would benefit from this. This depends on the individual needs of the pupil and often includes additional visits to the new school supported by our staff. Transition visits usually take place in the summer term or sooner if necessary. In some cases staff from the new school will visit a child in this school. Children will do focused learning about aspects of transition to support their understanding of the changes ahead, both individually (1:1) and within whole class transition lessons with their peers facilitated by the school counsellor, EWO and class teacher. We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for individual children. If it is felt appropriate secondary school colleagues will attend Annual Reviews to meet the current staff, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns pupils and parents may have. We ensure all information is passed on and the transition from primary to secondary school is smooth.

We have good links with local special schools.

Moving between year groups

Transition to a new year group is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation. Children with additional needs can be given photographs and resources to look at over the Summer in preparation for starting their new class. Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.

5.15 Contact details for raising concerns

When parents have concerns about their child's progress they speak to their child's teacher initially.

The concerns may need referring to the SENCo if a specific child is still not making progress.

If parents continue to feel that their child is still not making progress they should speak to the Head teacher.

5.16 Complaints about SEND provision

In the first instance, parents should contact the SENCo or headteacher to see if their complaint can be resolved. If the complaint is not resolved, parents should request a copy of the school's complaints policy.

5.17 The local authority local offer

The Government asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND).

This is known as the Local Offer. Further information about the Local Offer can be found at:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

We recommend that parents check the Local Offer website regularly as it has vast amount of information for parents/carers of children with SEND. The Local Offer can signpost parent to additional support within Cumbria.

6. Monitoring arrangements

This policy and information report will be reviewed yearly. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board and any changes made will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is June 2022.

7. Links with other policies and documents

This policy links to our policies:-

- Accessibility plan
- Behaviour Policy/Principles
- Positive Handling Plan
- Intimate Care Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Health and Safety Policy
- Staffing and Pay Policy
- Admissions Policy
- School Improvement and Development Plan
- Finance Policy and Procedures
- GDPR
- Medical policy
- Child Protection Policy

Wave 1- Universal Provision- High Quality First Teaching. Usual cycles of Assess, Plan, Do, Review
Whole school processes for assessing, tracking and monitoring progress

