Living for learning; learning for life

Special Educational Needs and Disability Policy

Our ethos and vision

At Temple Sowerby Church of England Primary School, we are committed to ensuring that all children have every opportunity to achieve their best. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of everyone in our school.

Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We value the unique contribution that every child can make to our school community.

We ensure that pupils with SEND are fully included in all aspects of school life and that reasonable adjustments are made where needed to remove barriers to learning and participation.

Definition of SEN and disability

We use the definition of special educational needs and disability from the **SEND Code of Practice: 0 to 25 years**.

SEN

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This is defined as:

“A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

Key roles and responsibilities

The **SENCO** has day-to-day responsibility for the operation of this policy and for coordinating the provision made to support individual pupils with SEND, including those with EHCPs. The SENCO is a member of the leadership team.

SENCO: Joanne Winter
Email: joanne@temp-sow.cumbria.sch.uk

SEN Governor: Mrs Hannah Cleasby, Chair of Governors. The SEN Governor monitors the implementation of the policy and liaises between the SENCO and the Governing Body.

Designated Safeguarding Lead (DSL): The headteacher, Zoey Slack, has specific responsibility for safeguarding and is the DSL.

Aims and objectives

Aims

At Temple Sowerby, all pupils, regardless of their particular needs, are supported through inclusive teaching which enables them to make the best possible progress and feel valued as members of the wider school community.

We have high expectations for all pupils, including those with SEND, and we aim for every child to make good progress from their individual starting points.

We use our best endeavours to ensure that pupils with SEND receive the support they need while having access to a broad and balanced curriculum. Working in partnership with families, our aim is that pupils become confident individuals who are able to make a successful transition to the next stage of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing support for pupils with SEND, in partnership with pupils and their parents/carers.
- To develop effective whole-school provision and support for pupils with SEND.

- To provide training and support for all staff working with pupils with SEND so that practice remains consistent and effective within the SEND Code of Practice.

Identification of needs

The identification of SEN is embedded within the whole-school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and effective provision in improving long-term outcomes for children with SEN.

The purpose of identification is to identify what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

1. Communication and interaction

Pupils with communication and interaction needs may have difficulty communicating with others. This may be because they find it hard to say what they want, understand what is being said to them, or use social rules of communication.

For example, children with autism spectrum disorder may experience particular difficulties with social interaction, language, communication and imagination, which can affect how they relate to others.

2. Cognition and learning

Pupils with cognition and learning needs may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, from moderate learning difficulties to profound and multiple learning difficulties.

Specific learning difficulties, such as dyslexia, dyscalculia and dyspraxia, affect one or more specific aspects of learning.

3. Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties which can present in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health needs such as anxiety or depression. Some pupils may also experience difficulties linked to attention deficit disorder, attention deficit hyperactivity disorder or attachment difficulties.

4. Sensory and/or physical needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

Many children with vision impairment, hearing impairment or multi-sensory impairment will require specialist support and/or equipment to access their learning.

English as an Additional Language (EAL)

At Temple Sowerby Church of England Primary School, we welcome and value the languages, cultures and experiences that children bring with them to school**.**

Children with EAL will have full access to main stream provision regardless of their proficiency in English. Where necessary, additional support with be given to improve the acquisition of English. The following can be expected:

- Baseline children's speaking and listening using Bell Foundation ESOL (English for Speakers of Other Languages) assessment tool
- Children will be placed in flexible groups which match their ability bith in class and in their EALIP (English as an additional language intervention program) intervention.
- Work in in class will be differentiated in order to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the child to improve their knowledge and use of English and to participate in homework activities on an equal basis.
- Additional support for children may be given through: first language resources and translation facilities; teaching support on a 1:1 basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for children arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where children are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of children with EAL will be monitored using EALIP (where below on National Curriculum indicators). Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENDCo. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for vulnerable learners in school. The child will not be placed on the SEN register for reasons of EAL.

Parental support:

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include parents with EAL in the life of the school.

Children who are looked after in the local authority

At Temple Sowerby Primary School we recognise that children who are looked after in the local authority care have the same rights as all children but may have additional needs due to:

- attachment differences, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher (DT) for children who are looked after. At Temple Sowerby Primary School this is **Miss J Winter**. The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- Ensuring that children who are 'looked after' have access to the appropriate network of support.
- Checking the statutory Personal Education Plan (PEP) has been arranged and that it is reviewed, at least every six months.
- Ensuring that the information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- Preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at six-month intervals or more frequently if there is a concern).
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times.
- Celebrating the child's successes and acknowledging the progress that they are making.

The school will work closely with the County's Virtual School (VS) for Children which promotes the educational needs of Children who are Looked After and monitors admissions, PEP completions, attendance and exclusions.

A graduated approach to SEN support

How the school decides whether to make special educational provision

Ongoing teacher assessment and pupil progress meetings help identify pupils making less than expected progress, given their age and individual circumstances. The school's first response is high-quality teaching from the class teacher.

Where progress continues to be less than expected, the class teacher will discuss concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and the pupil.

At this stage, additional teaching or interventions may be put in place. The pupil's response to this support can help to identify their particular needs.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These may include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Behaviour Support Service
- Educational Welfare Team
- Children's Services
- Child and Adolescent Mental Health Service

If the support needed can be met by adapting the school's core offer, the child may not be considered to have SEN or be placed on the SEN register.

If the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at **SEN Support**. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of **assess, plan, do, review**, with the child at the centre of the process.

Where a child and family would benefit from coordinated support from more than one agency, an **Early Help Assessment** may be used to identify the support required and help prevent needs escalating.

The four-part cycle

Assess

We regularly assess all pupils' needs so that each child's progress and development is carefully tracked against their peers and national expectations. We listen to the views and experiences of parents/carers and the pupil.

In some cases, we draw on assessments and guidance from other education professionals, such as Educational Psychologists, and from health and social care services.

Plan

Where SEN Support is required, the teacher and SENCO will put together a plan outlining:

- the adjustments, interventions and support to be put in place
- the expected impact on progress and outcomes
- the date for review

Targets for the pupil will be shared with them using child-friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do

The class teacher is responsible for working with the pupil on a daily basis. They will liaise closely with Teaching Assistants or specialists who provide support set out in the plan and will monitor the progress being made.

The SENCO will provide support, guidance and advice for the teacher.

Review

The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the next steps for a further period, or where successful, the removal of the pupil from SEN Support.

This four-part cycle is known as the **graduated approach**. Earlier decisions and actions are revisited, refined and revised as understanding of the pupil's needs develops.

Parents/carers and pupil involvement

We believe in a person-centred approach to information gathering and to the cycle of assess, plan, do and review.

Termly reviews and target-setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

Parents of pupils with an EHCP will be invited to attend annual reviews.

SEN provision

SEN support can take many forms. This could include:

- an individual learning programme
- a pupil passport to ensure adaptive provision is easily communicated between adults and the quality of provision for pupils with additional needs is seemless
- evidence-based interventions
- extra help from a teacher or Teaching Assistant
- adapting materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in class activities
- making sure a child has understood by encouraging them to ask questions and try things they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care needs, such as eating, getting around school safely, toileting or dressing

---

Managing the needs of pupils on the SEN register

Each pupil with SEND is an individual, and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils.

Decisions regarding the level of support provided are needs-led and are made within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils, including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- identifying the provision made for pupils with SEND on class planning
- supporting the SENCO in writing and reviewing targets for pupils with SEND

Teaching Assistants are responsible for:

- ensuring that day-to-day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists
- record keeping
- organising and maintaining resources
- maintaining specialist equipment where required
- regular communication with the class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation
- coordinating support for children with SEND
- updating the SEN register and provision planner
- monitoring the quality of provision and the impact of interventions
- attending network meetings and updating staff
- making referrals to and liaising with outside agencies
- line managing Teaching Assistants with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- coordinating annual reviews
- supporting staff in identifying pupils with SEN
- maintaining effective links and sharing relevant information with receiving schools

Criteria for removing pupils from the SEN register

When a child has made sufficient and sustained progress towards achieving their personal targets, and it is felt they are able to maintain this with high-quality teaching, they may be removed from the SEN register.

The school will continue to monitor pupils recently removed from the register to ensure that good progress is maintained.

Requesting an Education, Health and Care needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources.

For these pupils, a request may be made to the local authority to carry out an assessment of education, health and care needs. This may result in an **Education, Health and Care Plan (EHCP)** being issued.

An EHCP brings together the child's health and social care needs as well as their special educational needs.

Supporting parents/carers and children

We provide support in the following ways:

- the headteacher and SENCO operate an open-door policy for parents/carers seeking support and advice
- the SEN Governor is available as a contact point
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements can be made for statutory assessment arrangements where applicable
- transition arrangements are in place for vulnerable Year 6 pupils transferring to secondary school
- the SENCO of the receiving secondary school is invited to the Annual Review in Year 5 where appropriate

---

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Where a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will be made where appropriate to promote access to all areas of the curriculum, for example through additional adult support on trips or residential visits.

The school follows its medical conditions and medication procedures, and trained staff support pupils where required.

Monitoring and evaluation of SEN

The headteacher regularly monitors and evaluates the quality of provision for all pupils.

The school aims to use interventions that have proven outcomes and are evidence-based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results
- progress against national expectations and individual starting points
- intervention baseline and exit data
- progress against individual targets
- pupils' work and pupil progress meetings

The headteacher maps provision for each class. Decisions are made about whether specific interventions are effective in terms of impact, time spent and the finance used in providing them. Each year we review the needs of the cohort and, if necessary, make changes to our provision.

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the Governing Body on SEND
- ensuring that pupils with SEND participate fully in school activities

---

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions, and supporting children with dyslexia.

The SENCO attends network meetings in the Eden Cluster to share good practice with colleagues and to remain up to date with SEND developments.

Storing and managing information

Pupil records and SEN information may be shared with staff working closely with pupils with SEND to enable them to meet individual needs more effectively. We value parents' openness and information sharing and respect confidentiality at all times.

Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Temple Sowerby.

Reviewing the SEND policy

This SEND policy is reviewed annually by the Governing Body.

Date of review: October 2027

Complaints

We encourage parents/carers with any concerns regarding this policy or the provision made for their child to speak to us as soon as possible.

In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met, they should make an appointment to see the headteacher.

If concerns remain unresolved, parents/carers may wish to follow the school's complaints procedure.

Access to this policy

You can access this policy in a number of ways:

- on the school website, in the policies section
- as a hard copy on request from the school office

Please let us know if you need this policy to be made available in a different format, for example enlarged print.

Compliance

This policy complies with the statutory requirements set out in the **SEND Code of Practice: 0 to 25 years**. The guidance refers to Part 3 of the **Children and Families Act 2014** and associated regulations.

The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No. 2) Order 2014

Appendix 1: Key documentation

The following documents have informed this policy and may be helpful to parents/carers:

- Special educational needs and disability code of practice: 0 to 25 years
- Special educational needs and disability: a guide for parents and carers
- Supporting pupils at school with medical conditions
- Keeping children safe in education
- **Westmorland and Furness Local Offer**
- Equality Act 2010
- Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus pandemic

---

Appendix 2: Related school policies/documents

- Safeguarding Policy
- Accessibility Plan

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure
- Inclusion Policy
- Equality Policy
- Curriculum policies