

Lowther Endowed Primary School



Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) (Last Updated April 2020). Reference should also be made to;

- Children and Families Act 2014 (and related regulations)
- Equality Act (2010) and the DfE Advice for schools (Feb 2013)
- Schools SEN Information Report Regulations (2014)
- Early Years: Guide to the 0-25 SEND Code of Practice (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- The current National Curriculum in England for Key Stages 1 and 2 (2013)
- Safeguarding Policy and Keeping Children Safe in Education (2015; Updated Sept 2022)
- Accessibility Plan

Policy Reviewed: April 2023

Reviewed by Toinette Thomas (SENCO)

Next Review Date: April 2024

Introduction

At Lowther Endowed School we believe that all children are individual in their own way. This SEND policy outlines the framework for Lowther Endowed School to meet its duties and obligations when educating and supporting all of its pupils, regardless of any Special Educational Needs and / or Disabilities (SEND).

1. Aims of our SEND Policy

The aims which underpin our policy are to:

- Provide the very best education for all children whilst reflecting the individual needs of pupils with SEND;
- Ensure that all children have equal access to a broad, balanced and differentiated curriculum regardless of gender, race, age, disability or social economic background;
- Identify children with SEND as early as possible;
- Encourage pupils to develop confidence and self-esteem, and to feel valued;
- Work within the guidance provided in the SEND Code of Practice;
- Create, where possible, an environment that meets the Special Needs of each pupil;
- Develop a partnership with parents by involving them in the decision making process, ensuring good levels of communication and keeping them fully informed;
- Ensure collaboration between staff, pupils, parents, external agencies, and make clear the expectations of all partners in the process and provision of Special Educational Needs.

2. How does school define what SEND is?

At our school we use the definition for SEND from the SEND Code of Practice (2015). *See Appendix A*

3. How will school identify children with Special Educational Needs?

Our school aims to identify, as soon as possible, and provide Special Educational support for pupils, that is “additional to and different from” that provided within the differentiated curriculum. We recognise the 4 main areas of SEN:

- Communication and Interaction needs;
- Cognition and Learning needs;
- Social, Emotional and Mental Health difficulties;
- Sensory / Physical needs.

The purpose of early identification is to plan what action our school needs to take in order to support an individual child, not fit that pupil into a specific SEN category.

We use the following methods to identify pupils who require additional support or adjustments to allow full curriculum access:

- Consultations with parents / carers, teachers, external agencies and / or the pupil's previous school / Nursery setting to identify children with additional needs and gather up to date information and advice;
- Normal teaching cycle of Plan, Teach, Assess, Evaluate cycle
- Regular monitoring of FFT Aspire / Whole School Tracking of attainment through Pupil Progress meetings, to identify any pupil who is not making expected progress in a particular area so that additional support can be introduced;
- Discussions between class teacher(s), SENCO and parents where necessary to consider the needs of the whole child;

4. How will school ensure inclusion for all children?

Class teachers are responsible for the education of all the children in their class, including those children with special educational needs and disabilities. Our staff use a wide variety of strategies and approaches during routine classroom arrangements and appropriate differentiation, including short term support. Our teachers understand that every child is an individual, they all develop and learn at differing rates and our children are encouraged to do their best.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be adjusted, where possible, by the class teacher / SENCO to reduce the barriers to learning. A needs based School Support Plan (SSP) is produced in consultation with the pupil (as appropriate), their family, school staff and specialist staff if involved.

Some support on offer in school takes the form of in-class support, whilst at other times children are withdrawn from class, in order to maximise the child's learning experience, to work in small groups or receive 1:1 support. When this occurs timetabling will be sensitive to the feelings of the pupil.

Adaptations and support may include strategies and advice suggested by the SENCO and/or external specialists. It may include the use of intervention programmes (such as ELSA, Lego: Build to Express, Inference Reading, Precision Teaching...) or the use of specialised equipment or resources (such as seating, visual timetables, coloured overlays, ICT, recording devices, personal study desks, now / next cards, reward charts...).

Provision is made to ensure that all children, as far as possible, participate in all school activities including school visits and recreational activities. Parents are involved in pre-visit discussions to agree how best to support their child on educational visits.

5. How will school support a child with SEND?

Once a potential SEND has been identified we will employ the graduated approach to meet pupil's needs including:

- Establishing a clear **assessment** of the pupil's needs by collating relevant assessment data, using appropriate screening checks, using teacher / TA observation notes, referring to attendance, punctuality and behaviour records, and consulting pupil, parents and external specialists when they are involved;
- High quality, differentiated teaching activities involving short-term interventions and personal adaptations to normal classroom-based provision is our first response;
- **Planning**, in conjunction with the pupil and their parents / carers, the interventions, adaptations and support to be put in place, as well as discussing the expected impact on progress, development and behaviour, along with a clear date for review will be the focus of the child's School Support Plan (SSP) and/or the child's Behaviour Management Plan (BMP);. At our school the class teachers write SSPs / BMPs with advice, where necessary, from the SENCO and / or Teaching Assistants. SSPs / BMPs are working documents and are amended / adapted as a pupil responds to intervention. SSPs / BMPs are shared with parents and targets are identified to develop at home by pupils and parents..
- Implementing (**Do**) the interventions, support and adaptations on the SSP / BMP, with the support of the SENCO and external agencies where appropriate;
- **Reviewing** the effectiveness of the SSPs / BMPs on a regular basis by repeating assessments / screening checks, referring to attendance, punctuality and behaviour records, discussing progress with parents / pupils and with reference to classroom observation notes. Impact of the interventions / adaptations are considered and class teachers take into account the progress of individual pupils. As a result we make any necessary adjustments to targets, support, adaptations and interventions. (See Appendix B)
- If progress rates continue to be judged inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies. This will be undertaken with parental permission and depending upon the needs of the pupil may include referral to:
 - a) Specialists in other schools
 - b) Educational Psychology Service
 - c) Early Years and Specialist Advisory Teachers
 - d) Social Services
 - e) Health (School Nurse, Occupational Therapists, Speech and Language Specialists)
 - f) Child and Adolescent Mental Health Service (CAMHS)
 - g) Voluntary Sector Organisations such as Barnardo's, Cumbria Family Support, Eden Carers

For the small percentage of children whose needs are significant and complex, and the SEN support required to meet their needs cannot reasonably be provided from within our school's own resources, a request will be made to the Local Authority to conduct an assessment of Education, Health and Care needs. This may result in an Education, Health and Care plan (EHCP) being provided.

6. What support will there be for children's overall well-being?

We offer a wide variety of pastoral support for pupils, as we recognise the social, emotional and mental development of our pupils as an essential aspect to their learning. Our school pledge promotes our caring, inclusive ethos, resilience and encourages positive behaviour throughout school.

We understand that parents are the first providers of learning for their children and often they understand their child's difficulties best. We will discuss with parents any challenges that exist and work together to find solutions to overcome any concerns.

To support and enhance the wellbeing of our pupils, we:

- Welcome parents / carers and pupils at the school gate every morning to help settle children into the school day, and to enable parents to talk directly to a staff member;
- Teach the Jigsaw PSHE programme, and Decider Skills programme, through class and school assemblies;
- Organise a Kidsafe Programme in school to enable pupils to have skills and strategies to keep themselves safe both physically and emotionally;
- Offer Guardian Angel support to any child deemed to be in a vulnerable state;
- Ask for the views of parents and pupils and respond to issues;
- Utilise ELSA sessions (Emotional Literacy Support Assistant) OR 'Lego: Build to Express' intervention programme where necessary;
- Liaise with nursery, playgroups, secondary schools, and other primary schools, to ensure that anxieties about transferring schools are reduced;
- Engage with Barnardo's and Cumbria Family Support to extend support to children and their families.
- Follow our safeguarding policy and behaviour policy.

7. How is the learning environment adapted to meet the needs of SEND pupils?

Our school is situated on one level with access to disabled toilets. The school has areas where specialist SEN provision can be given on a 1:1 basis.

Any possible hazards or risks are identified and addressed through our school's Accessibility Plan.

Specific resources may be acquired to meet the needs of individuals e.g. specialist seating.

8. How is SEN funding, equipment and resources secured and allocated?

We allocate our SEND funding and resources to children with SEND depending upon identified needs in their School Support Plan (SSP), Behaviour Management Plan (BMP) or Education Health Care Plan (EHCP).

For most pupils the amount of support provided by the school is dictated by the pupil's level of progress and attainment.

For pupils with identified SEND support and resources are allocated based on their School Support Plans and Education Health Care Plans.

Parents are actively involved in decisions about the support provided for their child.

School receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
2. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority (Looked After Children (LAC)) or whose parents are in the Armed Services.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment, facilities and resources to support pupils with special educational needs and disabilities.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

9. What are the school's arrangements for consulting and involving parents?

We strive to develop a good partnership with our parents by involving them in all aspects of school life and by ensuring good levels of communication.

Parents and carers can talk to teachers about their child informally on a daily basis at a mutually convenient time. All actions / adaptations taken by the class teacher, in order to match the curriculum to a child's needs, will be recorded on SSPs / BMPs and shared with parents.

Attainment towards identified outcomes on SSPs / BMPs is discussed with parents on a termly basis - through Parents' Evenings (Autumn and Spring terms) and through the school reporting system (Summer term). Team around the Family (TAF) meetings take place on a termly basis or more frequently as appropriate.

Home-school diaries are established, where necessary, and recognised by our parents, as a useful tool to aid communication between themselves and school staff.

If parents require a more formal discussion, appointments can be made with the class teacher and/or SENCO and/or Head teacher at a mutually convenient time. Please contact the school office (01931 712344) to arrange appointments.

When appropriate parents and carers are signposted to relevant agencies within the community who can offer further support. Multi-agency meetings to which parents are invited may be held to help coordinate and review support offered to pupils and their families.

10. What training do staff supporting children with SEND undertake?

We are committed to continuing the professional development of our staff through annual Performance Management / Appraisal. Areas of identified need within the school are then developed. Types of training undertaken include: Decider Skills training, Change Talks, ELSA, Well-being and Resilience, Bereavement within the School Community, and Support for pupils with sensory processing.

Five of our school staff are trained Paediatric first aiders.

Our school has welcomed support from SEND specialist teachers for ASC, Speech and Language therapists, Occupational Therapists, Educational Psychologists, Barnardo's and Cumbria Family Support. These specialists provide advice and resources to our staff in order for us to support the success and progress of individuals.

11. How does school support pupils with Medical Conditions?

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. 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) and school's Equality Policy.

Some pupils may also have special educational needs (SEN) and may have a detailed Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision in accordance with the SEND Code of Practice (2015).

All medicine administration procedures adhere to the LA policy, the Department for Education (DfE) guidelines included within *Supporting Pupils at School with Medical Conditions (DfE) 2014* and those identified in our school's policy titled 'Supporting Pupils with Medical Conditions Policy and Procedures'.

The members of staff responsible for meeting / overseeing the medical needs of pupils are the Head Teacher, Class Teachers and Office Staff.

12. How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry to our school:

- Our Reception teacher meets with the Early Years practitioners from VIPs Nursery, Hackthorpe and liaises with other local pre-schools / playgroups.
- A planned introduction programme is delivered in the Summer term to support pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- The SENCO is available to meet any new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

On transition to the next school:

- a) A transition programme is in place for Y6 pupils which provides the children with a number of opportunities to ensure a smooth transition into secondary education. Y6 children meet and chat to staff from the new secondary school, and prior to transfer, they take part in a series of activity sessions to meet and work together with other Year 6 pupils from schools within our cluster.
- b) Additional transition opportunities are available for pupils with SEND and are provided depending upon the individual needs of the child. For example extra transition visits can be arranged to meet staff and key workers, or a transition book, including photographs, timetables and planners, can be made to enable greater understanding of the transfer process.
- c) For pupils transferring to local secondary schools, the SENCOs of both schools share relevant information on the needs of SEND pupils in order to ensure a smooth transition.
- d) The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

13. Who can I contact if I have any concerns or a complaint?

If parents have concerns relating to their child's learning or progress these should initially be discussed with the child's class teacher. Also the class teacher should be contacted in the first instance if parents are unhappy about any issues regarding our school's response to meeting / supporting the needs of their child. SSP meetings and Team around the Family meetings are a good place to discuss uncertainties.

If the issue has not been successfully resolved parents should request a meeting with the SENCO and/or Head Teacher.

Thereafter the school's complaint procedures, in line with Cumbria LA's complaints policy, should be followed.

14. Where can parents of pupils with SEND get support?

Barnardo's offers adult and family learning courses, play activities and activities for children with additional needs. Contact Number: 01768 899901

[Eden 0 to 19 Child and Family Support Service | Barnardo's \(barnardos.org.uk\)](#)

Cumbria SEND Information, Advice and Support Service (IAS Service) offers independent advice and support to all children and young people with SEND and their parents and carers.

[About Cumbria SENDIASS](#)

Contact Details:

<https://www.cumbria.gov.uk/elibrary/Content/Internet/537/6381/6424/6865/7029/42466162734.pdf?timestamp=4428512433>

Westmorland and Furness Local Offer which provides information about provision across education, health and social care.

[Families Information \(westmorlandandfurness.gov.uk\)](#)

Cumbria Family Support Association offers support to families who are experiencing stress and difficulties.

Contact Number: 01768 593102

<https://www.cumbriafamilysupport.org.uk/>

South Cumbria Dyslexia Association (SCuDA) offers advice, support and professional assessment for dyslexic people. Contact Number: 01539 742632 or 07967 497571

<http://www.scudauk.co.uk>

15. Who can be contacted for further information?

Special Needs Coordinator (SENCO): Mrs. Toinette Thomas

Email: toinette.thomas@lowther.cumbria.sch.uk

Her main duties are:

- Overseeing the day-to-day operation of the school's SEND policy and SEND Information Report;
- Liaising and advising colleagues and parents of children with SEND;
- Overseeing the records of all children with SEND;
- Monitoring the overall support provided for SEND pupils
- Identifying strengths and areas for future develop the school;
- Sharing good practice with other schools in cluster;
- Updating the SEND Governor on relevant issues regarding children with special needs.

SEND Governor: Alice Vince

Email Clerk to Governors: emma.daley@lowther.cumbria.sch.uk

Her main duties are:

- Consulting with SENCO and monitoring the progress of SEND pupils across the school using school based tracking systems;
- Evaluating the impact of support for SEND pupils;
- Reporting to the Full Governing Body.

Head Teacher: Mrs. Carla Weild

Email: head@lowther.cumbria.sch.uk

Her main duties are:

- Designated Teacher with specific Safeguarding responsibility
- Allocating SEND funding

Contact Details for all of the above:

Lowther Endowed School,
Hackthorpe,
Penrith,
Cumbria
CA10 2HT

Telephone: 01931 712344

Email: admin@lowther.cumbria.sch.uk

Website: www.lowther.cumbria.sch.uk

Appendix A – Definition of SEN from the Code of Practice (2015)

*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 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 educational facilities of a kind generally provided for others of the same age in a mainstream school.

Special educational provision *is educational or training provision that is additional to, or different from, that normally available to pupils of the same age in a mainstream setting. It is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.*

*Many children and young people who have SEN may have a **disability** under the Equality Act 2010 – that is ‘...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’.*

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Appendix B –

Lowther Endowed Schools' Special Educational Needs Review Cycle



October

- Assessments (outlined in Assessment Policy)
- Review SSP / BMP targets, Assess effectiveness of interventions, Write new SSP / BMP and Share with Pupil / Parents at Parent's Evening
- Pupil Progress Meetings & Monitor Assessment Tracker by Head Teacher – review / add provision for target pupils by Class Teacher



February

- Assessments (outlined in Assessment Policy)
- Review SSP / BMP targets, Assess effectiveness of interventions, Write new SSP / BMP and Share with Pupil / Parents at Parent's Evening
- Pupil Progress Meetings & Monitor Assessment Tracker by Head Teacher – review / add provision for target pupils by Class Teacher



May / June

- Assessments (outlined in Assessment Policy)
- Review SSP / BMP targets, Assess effectiveness of interventions, Write new SSP / BMP and Share with Pupil / Parents
- Pupil Progress Meetings & Monitor Assessment Tracker by Head Teacher – review / add provision for target pupils by Class Teacher

July

- Optional Review of SSP / BMP targets, Assess effectiveness of interventions
- Make recommendations for next SSP / BMP if transferring to new class.
- Pupil Progress Meetings & Monitor Assessment Tracker by Head Teacher – review / add provision for target pupils by Class Teacher