

Duddon Saint Peter's CE School



Special Educational Needs (SEND) Policy

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This report forms a contributory part of the Cheshire West Local Offer. More information about the local offer can be found below.

Chester West Local Offer provides comprehensive local information, advice and support for children and young people with Special Educational Needs or Disabilities (SEND) and their parents or carers, in a single place <https://livewell.cheshirewestandchester.gov.uk>

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of practice 0-25 (July 2015) 3.65 and has been written with reference to the following guidance and documents.

- SEND Code of practice 0-25 (updated April 2020)
- School SEN Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (Updated 2017)
- The National curriculum in England Key stage 1 and 2 framework documents July 2014
- Early years foundation stage, Statutory Framework (Sept 2023)
- Working together to safeguard children (February 2024)
- Accessibility plan
- Teacher's standards (Updated Dec 2021)
- Equality Act 2010: and schools DFE June 2018
- The Children's Act 1989 and regulations Volume 2 (care planning, placement and case review and volume 3 Planning transition to adulthood for care leavers) Sept 22

Introduction

This policy was developed with the collaboration of Governors, parents and pupils and reflects the SEND Code of Practice (2015)

Definitions

In this policy, special educational needs and disabilities (SEND) is defined as:

'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.' (COP 2015)

'A pupil of compulsory school age 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
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (COP 2015)

Many children and young people who have a SEN may also have a disability under the 2010 Equality Act. Children and young people with a disability 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 in this policy. (SEN Code of Practice page 16.)

Aims and objectives of this policy

Our aim at Duddon St Peter's CE Primary is to raise the aspirations of, and expectations for all pupils and young people with SEND. We aim to be an inclusive school for all pupils with SEND and provide learning opportunities which encourage the optimum development to achieve their best in line with the school's motto 'Be the best you can be'.

Objectives:

- That opportunities are provided for every pupil to experience success and develop an open mind set to learning,
- To accurately identify and provide for pupils who have special educational needs or disability or additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015
- To provide a Special Educational Needs & Disability Co-coordinator (SENDCO) who will work with the SEND inclusion policy.
- To provide support and advice for all staff working with pupils with SEND.
- Involve parents / carers in planning and supporting at all stages of their child's development.
- To ensure all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- To ensure that pupils with SEND have a voice and are given opportunities to express their opinion and that opinions will be considered in any matter affecting them.
- To ensure staff and governors are accountable for the SEND Policy being implemented and maintained.
- Use the, assess, plan, do, review method to identify and monitor students' progress and needs.
- To make reasonable adjustments to allow children to access their learning.

Admissions arrangements

The admissions' policy for Duddon follows that of the Local Authority. Allocation of places to the school is administered by the LA for the Reception years. Neither a student's abilities nor their learning difficulties feature in the admission of a student, unless they have a statement or an

Educational Health Care plan (EHCP) which names this school as the one they should attend. (See admissions policy)

Identifying Special Educational Needs and Disabilities

The SEND Code of practice (2015) identifies 4 main areas of need:

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

These 4 broad areas give an overview of the range of needs that should be planned for. However, individual pupils often have needs that cut across all areas and their needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Duddon, we identify the needs of pupils by considering the needs of the whole pupil and then matching the provision accordingly.

It is important to point out that there are circumstances which are not classed as SEN, but which may hinder progress and attainment.

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language EAL
- Being in receipt of Pupil Premium grant
- Being a looked after pupil (LAC)
- Being a pupil of a serviceman / woman
- Having behavioural difficulties where an underlying cause has not been identified.
- Trauma

A Graduated Approach to SEN Support

At Duddon we use a Graduated Approach to support pupils with SEND. This is a structured process for identifying and supporting children and young people with SEND. This involves four stages; Assess, Plan, Do and Review (APDR)

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

Identification

Early Identification – First Concern

Regular assessments of a pupil's progress will allow for identification of pupils who are making less than age related progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Progress also includes areas other than attainment – for example a pupil may need more support developing social and emotional skills or speech and language than their peers.

At Duddon our first response when a pupil is not making the expected progress is to target quality first teaching at their area of weakness which is differentiated to meet their needs.

Assess

If progress continues to be less than expected, then consideration of whether special educational provision is required should start with the desired outcomes for the pupil, including the expected progress and attainment. The class teacher, working with the SENDCO, will informally gather evidence and consider all the information about the pupil's progress, alongside national data and expectations of progress. This will take into account any concerns raised by the parent and will include the child's views and where appropriate include advice from other professionals. At this stage the pupil will be identified as First Concern.

This should help to determine the support that is needed and whether adapting Duddon's core offer can provide it, or whether something different and additional is required. With the parent's permission, advice may be sought from other agencies such as the; Educational psychologist, Autism Service, Virtual Schools, CAMHS, School Nurse or Community Paediatrician.

Where something different and additional is required, the pupil will be identified as having a SEN and will be recorded as SEN support. At this point, parents will be informed of this decision and a one-page profile will be created in collaboration with the child, parents, teachers and SENDCO which will be reviewed periodically.

Where a pupil is identified as having SEN, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEN support will take the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decision and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the pupil making progress and securing good outcomes.

A review of progress towards agreed outcomes will be held, with parents and pupils. If it is agreed that the child needs additional funding to help support their needs, the pupil will be given a SEN Profile which will outline the pupil's strengths, areas of difficulty, current interventions and desired outcomes. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support and outcomes will be done in consultation with parents and pupil.

Education, Health Care Plan / Top up Funding

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school will consider requesting an Education, Health and Care Plan (EHCP) needs assessment or apply for Top Up funding. At least two cycles of APDR must be undertaken before an application can be made. Cycles can be half-termly or termly depending on the needs.

To inform their decision about whether an Educational Health Care and Needs Assessment (EHCNA) / or Top up funding is necessary, the Local Authority will consider evidence that the pupil is not making progress, despite the provision put in place by the school. The school will provide:

- Evidence of the pupil's academic attainment and rate of progress.
- Information about the nature, extent and context of the pupil's SEND
- Evidence of the action already being taken to meet the pupils SEND
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

Managing Pupils' Needs on the SEND Record

Pupils' needs differ from year to year and the provision to support these pupils at Duddon will vary according to need.

The following outlines the procedures in place to monitor pupils on the SEND record :

- All pupils identified as having SEND have a specific one page profile which is drawn up in conjunction with staff, parents and pupils. These detail the qualities that other people like and admire about them, what makes them happy and how they can be supported.
- Those children who require further support and funding through TOP-Up or an EHCP will have a SEN Profile that details their specific special educational needs, their strengths, strategies which can be used to support them in the classroom and desired outcomes. It is the class teacher's responsibility to maintain and update the plan with the guidance of the SENDCO.
- Parents of pupils with SEND are invited for regular meetings to discuss their child's progress towards agreed outcomes and review the SEND Profile plan. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support will be revised in light of the pupil's progress and development.
- Pupils who are on the SEND record or first concern have their progress and attainment monitored 3 times a year by the SENDCO.
- Parental permission will always be sought before any other professional advice or opinions are sought.

Criteria for exiting the SEND register

- If following a review of SEN plan, with the pupils and the parents it is agreed that they are making significant progress and no longer fit the criteria for SEN, then they exit the SEND record.
- Pupils who exit the SEND register will initially remain at First concern stage to ensure progress is sustained in all areas.

Supporting pupils at school with medical conditions

At Duddon 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 physical

education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an EHCP, which brings together health and social care needs as well as their special educational needs and the SEND Code of Practice (2015) is followed.

Monitoring and Evaluating of SEND

At Duddon, provision for pupils with SEND, in the classroom, is the responsibility of the class teachers. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

All staff are responsible for following the school's procedures for identifying, assessing and making provisions to meet those needs.

Training and resources

The training needs of staff are identified through performance management and planned through CPD throughout the year. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training, development and regular CPD.

Roles and responsibilities

The Governing body will ensure that:

- SEND provision is integral part of the school development plan.
- Necessary provision is made for any pupil with SEND
- Staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the SEND Code of Practice 2015
- They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process.
- The quality of SEND provision is regularly monitored.
- A governor is identified to be the person responsible for SEND and for this person to link with the SENDCO.

The SENDCO will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the 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.
- 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 SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- 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 Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The Head teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND issues.
- Working closely with the SENDCO
- Ensuring that the implementation of this policy and the impact on the school is reported to governors.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Reviewing your Policy

This policy is kept under review by the SENDCO. This policy will be reviewed annually.

Date: *September 2024*

Date of review: *September 2025*