

SEND POLICY

September 2024



Orgill Primary School



Table of Contents

Contents

Rationale	3
Aims	3
What are special educational needs?	4
Areas of Need	4
<i>Communication and Interaction</i>	4
<i>Cognition and Learning</i>	4
<i>Social, Emotional and Mental Health difficulties</i>	4
<i>Sensory and / or Physical needs</i>	5
Disability	5
Equal Opportunities and Inclusion	6
Admissions	6
Transition	6
Role of the SENDCo	7
Identification, Assessment and Provision	7
All teachers are teachers of children with special educational needs.	7
Quality First Teaching	8
All children and young people have an entitlement to high quality teaching that is carefully planned and takes account of prior learning.	8
The Nature of Intervention	10
Partnership with Parents	10
The Use of Professionals within the Local Authority	10
School Request for Education Health and Care Plans	11
Individual Education Plans	11
Access to the Curriculum	12
Allocation of Resources	12
The Role of the Governing Body	12
Monitoring and evaluation	12
Complaints	13



Rationale

At Orgill Primary School we are fully committed to providing high quality education and care to all of our pupils. We work hard to create an environment and ethos that values each individual pupil and supports them in achieving their full potential. We have high expectations of all pupils, regardless of their starting points and individual needs and we believe that every child is entitled to a broad and balanced curriculum which will create opportunities for them to grow and develop.

This policy details how the staff in our school will do their best to ensure that the necessary provision is made for any child who has SEND, and that those needs are made known to all who are likely to teach them. The school will ensure that teachers are able to identify and provide for these children in order that they can engage in all activities available for children in the school who do not have SEND, so far as is reasonably practical.

Aims

- To ensure the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) is implemented effectively.
- To create an ethos of support where all pupils feel valued and able to engage with learning without risk of failure or criticism.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
- To establish high expectations for all pupils.
- To identify needs and provide support as early as possible, using specialist staff and external agencies to inform judgements.
- To continually monitor the progress of all children through the graduated approach of assess, plan, do, review
- To provide full access to the curriculum through differentiated planning by class teachers, with support from the SENDCo and support staff. On occasion, it may be stated in an Education Health Care Plan that a pupil requires a highly personalised curriculum. The responsibility for the planning of this curriculum lies with the class teacher, supported by the SENDCo.
- To provide specific interventions matched to individual needs, for those children identified on the SEND Register.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND provision is positively valued and accessed by staff and parents/carers.
- To support pupils in transition to other educational settings when the need or time arises.
- To involve parents/carers at every stage of the process to meet their child's SEND.
- To involve the children themselves in planning and in any decision making that affects them.
- To work in cooperation with the Local Authority and other external agencies to ensure a multi-agency approach to meeting the educational needs of vulnerable learners.
- To work with the governing body to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND.



What are special educational needs?

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) states that:

'A child or young person has SEND 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 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 post 16 institutions'* [COP - p 15 – 16 xiii, xiv]

Areas of Need

This is taken from the Code of Practice Sections 6.28 – 6.35

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Condition, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying



mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and / or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Disability

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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

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. [COP - p16 xviii]

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage’ [COP - p16 – 17 xix]



As a fully inclusive school we do not seek to closely define the special educational needs and/or disability for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Condition
- Dyspraxia
- Downs Syndrome
- Emotional and behavioural difficulties
- Cerebral palsy
- Visual Impairment
- Hearing Impairment

We will always engage in discussions with parents and other professionals to gather as much information as possible when considering whether we can meet the needs of a SEND pupil. All pupils will be considered individually.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. The school has an ambassador for equality, Clare Jackson, whose role it is to ensure that the policies and practices of the school do not result in some pupils being treated less favourably than others.

Admissions

Admission arrangements for children with SEND, or an Educational, Health and Care Plan (EHCP), do not differ from those for other children. However, in the case of a child in possession of an EHCP, the placement recommendations of the last Annual Review will be considered and managed in collaboration with the SEND team, Cumberland Council.

In accordance with the Equality Act 2010, no child will be refused admission solely on account of a recognised disability, although advice will be given to parents if the existing physical conditions of the school are unsuited to their child's particular needs at the time of application where reasonable adjustments are not possible.

Transition

The majority of our pupils are now with us from the age of 2 or 3. Where this is not the case and pupils join our Early Years unit in Nursery or Reception years, staff will visit nurseries and pre-schools to ensure smooth transition for all children with SEND. Additional visits and meetings with parents prior to the children starting at primary school may be arranged.

On occasions when pupils join us at non-standard times of the academic year, teachers will receive information from the previous school. If there is a SEND issue the SENDCo will contact the previous



setting to further discuss the child's needs. Children transferring from Orgill will have all the SEND paperwork sent to their new school. The SENDCo will discuss these children with other schools on request.

Staff from our feeder secondary schools will meet with year 6 staff. The SENDCos from the secondary schools attend Year 6 Annual Reviews. Extra visits to the secondary school for some children are organised in liaison with the SENDCo and parents / carers.

Role of the SENDCo

The SEND Coordinator (SENDCo) in collaboration with the Head Teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of children with SEND.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with and advising colleagues
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

[COP 6.90]

Mrs Joanne Birkett is the SENDCo at Orgill Primary School.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, head teacher, SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need and/or disability, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:



- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs and/or disability of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs and/or disability.

Quality First Teaching

All children and young people have an entitlement to high quality teaching that is carefully planned and takes account of prior learning.

Quality First Teaching focuses on making learning purposeful, enjoyable and learner-centred. High achievement is explicit for all children/young people through high expectations and aspirations ensuring support and challenge for all.

- All teachers have the highest expectations for your child and all other pupils in the class.
- Teachers will ensure that teaching focuses precisely on what your child needs to learn and reflects any individual targets that they have.
- Teachers will use a variety of teaching styles and strategies to ensure that your child is fully involved in learning.
- Teachers will put in place specific strategies, as suggested by external agencies or the SENDCo to support your child in their learning.

Lessons have a clear structure and include learning objectives and success criteria that are shared, referred to and revisited during the session. Lesson planning involves everyone working with the children/young people and takes account of prior learning based on assessment for learning. This enables learning objectives to be specifically focused and differentiated appropriately with clear success criteria. A planned range of teaching skills, strategies and approaches are deployed to engage all learners. Teachers consider the use of language so it is matched to the needs and circumstances of the learner. Teachers give clear explanations of teaching points and use appropriate questioning to develop understanding and set challenges. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning takes different learning styles into account. A purposeful organised and well-resourced learning environment is provided which encourages and develops independence. Adults model good working practice. Learners are motivated to fully engage in learning, having opportunities to work both independently and



collaboratively. Adults focus praise and effective feedback i.e. positive praise and reward through modelling, instructing, scaffolding, explanation, questioning and recording and marking, which need to be timely and specific. SEND provision and resources are provided using an 'assess, plan, do, review' approach.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs and/or disability we will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENDCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the Local Authority with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The class teacher after discussion with the SENDCo will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets on an Individual Education Plan (IEP) which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo parents and young person. School uses a programme called 'Provision Map' to monitor IEPs and provision.



The Nature of Intervention

The SENDCo and the child's class teacher will decide upon the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with senior teaching assistants or access to specific interventions such as Read Write Inc. one-to-one tutoring.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child and the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENDCo to discuss progress.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs and/or disability will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs and/or disability often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCo through a school email address.

The Use of Professionals within the Local Authority

SEND Early Help Assessment forms will be used to request support from the local SEND Team. This may lead to a visit from the Educational Psychologist or a Specialist Advisory Teacher who can provide advice and support to school staff.

Such professionals may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.



- Continues working at a level substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially impact on the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

School Request for Education Health and Care Plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and/or disability and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Individual Education Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history (where appropriate).
- Attainment in literacy and numeracy.
- Education and other assessments, for example from a Specialist Advisory Teacher, a Speech and Language Therapist or Educational Psychologist.
- Views of the parent.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan will be reviewed each term in addition to the statutory/ 6 monthly (depending on age) Annual Review when this coincides with transfer to secondary school. The SENDCo of the secondary school will be invited to the Review.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.



Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs and/or disability. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. Staff plan lessons that incorporate the different learning styles that children have. Individual Education Plans employ a small-steps approach and feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of Resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Headteacher and SENDCo inform the governing body of how the funding allocated to support special educational needs has been employed.

The Role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs and/or disability. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs and/or disability will be admitted to the school in line with the school's agreed admissions policy.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.

The SEND governor is Mrs Michelle Milton

Monitoring and evaluation

This is a statutory policy and it is reviewed annually by the governing body.

The SENDCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual



Education Plans for children. The SENDCo and the SEN Governor hold regular meetings to review the work of the school in this area.

Complaints

All concerns or complaints are taken seriously and considered in line with the school's complaints policy and procedure. This can be found on the school website with a leaflet version available from the school office.