



Culgaith CE School

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY (INCLUDING THE SEND REPORT/LOCAL OFFER)

At Culgaith CE School we believe that all children are unique and special. It is every child's right to feel valued, to experience success and to feel positive about themselves regardless of any Special Educational Needs and Disabilities (SEND).

This SEND policy document is based on our school's Statement of Intent and our Golden Rules which were written and are regularly reviewed by our whole school community. In particular, it reflects the individual needs of pupils with SEND.

Our Statement of Intent

Strategic intention 1

To provide high quality education for all children so that individuals develop as successful life-long learners, make good progress, enjoy their learning and are aware of their achievements and the next steps they need in order to improve.

Strategic intention 2

To provide a safe, happy and healthy environment in which children and adults are encouraged to be creative, confident and enquiring individuals in an atmosphere of mutual trust, respect and support.

Strategic intention 3

To build a strong relationship between the whole school and its local community, to learn about and appreciate our role as part of the national and global communities and to foster an understanding of the importance of being a responsible citizen.

We are a church school and, as such, we work hard to remember what Jesus taught us so that we can learn, play, work and live together. We want everyone at our school to feel happy, confident and safe.

We want learning to be fun and exciting and we want our teaching to inspire and encourage children and adults so that they enjoy their time at school.

We believe that everyone should get the help they need so that they can learn, grow and achieve as much as they possibly can.

We expect everyone to do their very best, to celebrate their own and other people's achievements and to let their light shine to make the world a better place.

We believe that everyone should be treated equally, taking into account their age, ability and understanding and that everyone deserves respect.

We expect all the adults and children in our school community to follow our Golden Rules.

GOLDEN RULES

Following our Golden Rules helps our school to be a happy, safe and exciting place in which people can learn, play, work and grow together.



We all deserve to feel safe and to feel good about ourselves.



We share and help each other.



We are ready to learn and always try our best.



We work hard even when we don't really feel like it.



We talk nicely and quietly to each other and we are polite and truthful.

- 😊 We are kind to each other so that we don't hurt peoples' feelings.
- 😊 We are gentle to each other so that we don't get hurt.
- 😊 We listen to each other.
- 😊 We respect each other's feelings, beliefs, ideas and belongings.
- 😊 We respect God's world and try to look after our environment and the creatures that live in it.

The highly dedicated staff team at Culgaith CE School aims to provide the very best education for all our children.

Our SEND policy aims are:

- To provide the very best education for all children whilst reflecting the individual needs of pupils with SEND.
- To ensure that all children have equality of opportunity and access to an exciting, appropriate, broad and balanced curriculum regardless of gender, race, age, disability or social and economic background.
- To support children in any way we can to enable them to access, develop, and learn as much as they can.
- To identify children with SEND as soon as possible.
- To identify and develop strategies to support those children as soon as possible.
- To ensure parents are kept fully informed.
- To make clear the expectations of all partners in the process and provision of SEND.
- To enable staff to have access to training that supports their work with SEND pupils.
- To follow the relevant legislation from the Special educational needs and disability code of practice 0 to 25 years/ Children and Families Act 2014/The Equality Act (2010)/The Special Educational Needs and Disability Regulations 2014.

Roles and Responsibilities

Provision for children with SEND is the responsibility of all members of staff.

Lynn Harrison is the SENDCO at Culgaith CE School.

Her main duties are:

- Overseeing the day to day operation of the school's SEND Policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the record of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's SEND Support and Educational Psychology Services, Children Looked After, Health and Social Care and Children Services and organisations such as Barnardo's.
- Liaising with the next providers of education to ensure a smooth transition is planned.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Liaising with early years providers, other schools and independent or voluntary bodies.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.

The Governing Body

A SEND Governor has been identified who consults with the Special Educational Needs Co-ordinator (SENDCO) and monitors the progress of SEND Pupils across the school. They evaluate the impact of the support they receive and report back to the Full Governing Body.

The Governing Body adheres to the Local Authority (LA) admissions criteria which do not discriminate against children with SEND and give priority to children with Educational Health Care Plans (EHCP's) where our school is named.

Educational Inclusion.

At Culgaith CE School we respect the fact that children:

- Have different educational and behavioural needs, backgrounds and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

The following “SEND Information Report” illustrates the way our policy is put into practice. The question and answer format has been found to be most useful by parents. However, if there is a question that is not answered in the following report please contact the school and we will be happy to help.

Policy in Practice

Culgaith CE School Special Education Needs and Disabilities Information Report.

Please note that throughout this document SEND refers to Special Educational Needs and Disabilities and SENDCO refers to Special Educational Needs and Disabilities Co-ordinator.

Question	Response
<p>What types of Special Educational Needs or Disabilities are provided for at Culgaith CE School?</p>	<p>At Culgaith CE School we welcome all children who will benefit from an inclusive, mainstream education. We recognise the needs of the most and least able children and we know and understand that children may have special educational needs or disabilities throughout, or at any time during their school career.</p> <p>If for any reason we feel that we are unable to meet the needs of a child, we work in partnership with the family and the Local Authority to find alternative provision that will be able to offer the support or specialist environment and skills required.</p> <p><i>At Culgaith CE School we believe that all children are unique and special. It is every child's right to feel valued, to experience success and to feel positive about themselves regardless of any Special Educational Needs and Disabilities.</i></p>
<p>How does the school identify and assess pupils with Special Educational Needs or Disabilities?</p>	<p>Most of the children who attend our school start in our Nursery, which is part of our Early Years class. This means that the skilled team are able to identify children who may have special educational needs or disabilities before they start school. We also work closely with other settings and agencies (e.g. health visitors) if children have not been in our Nursery in order to identify children with additional needs and seek the settings/agencies' advice on how best to meet each child's individual needs.</p> <p>Liaison with parents/carers and skilled professionals is vital and we meet regularly as a team around a child so that we can gather up to date information and advice.</p> <p>Our highly trained Early Years Team visit children in their home prior to children starting school which provides an excellent chance to talk to parents/carers and the child.</p> <p>Staff are aware of the different developmental stages and the fact that children have different rates of progress towards and through these. The Early Years team has regular meetings where they discuss concerns and these are then discussed with the Head teacher/SENDCO and with parents/ carers.</p> <p>Progress of all pupils is monitored regularly by class teachers and discussed and moderated by the staff team so that we can quickly identify when a pupil is not making expected progress in a particular area of learning. This is discussed with the parent/carers/class teacher and, when necessary, the SENDCO. We can then plan for additional support and, if necessary, make a referral to the Local</p>

	<p>Authority's SEND team for specialist help where a child meets the SEND criteria.</p> <p>The school holds termly Open Evenings for all parent/carers so that individual children's progress can be discussed and parents are welcome to make an appointment at any other time convenient for them and staff if they have concerns about their child's progress or level of attainment.</p> <p>If you have a concern about your child's progress or level of attainment, in the first instance please speak with your child's class teacher to discuss your concerns. The class teacher will then liaise with our SENDCO as appropriate.</p>
<p>How does the school evaluate the effectiveness of it's provision?</p>	<p>Our tracking process provides a clear indication when children are not meeting their personal targets and when a child is not attaining at a level expected for their age.</p> <p>Teaching staff assess in an ongoing way (Assessment for Learning) which monitors the progress of individual pupils and makes adjustments to their support plans based on how much progress is or is not being made.</p> <p>Staff check that progress made as a result of focused support is reflected in independent tasks.</p> <p>The SENDCO monitors the overall support provided for SEND pupils and identifies strengths and areas for future development. This may lead to the purchasing of resources, staff training or the sharing of good practice with other schools in our SENDCO Cluster.</p> <p>Parents and pupils are consulted directly and their views are included in monitoring reviews.</p> <p>The Governing Body has identified SEND Governors who consult with the SENDCO and monitor the progress of SEND Pupils across the school using data from Raise on-line and school based tracking systems. They evaluate the impact that the support pupils receive has on their progress and general well-being. The SEND Governors then report back to the Full Governing Body.</p> <p>When a child has met the criteria for SEND support after a referral to the local Authority, regular Team Around the Child meetings are held to which all who contribute to the support are invited. The team evaluate the effectiveness of the provision by discussing progress and well-being.</p>
<p>How does the school assess and review the progress of SEND pupils?</p>	<p>The progress of all pupils is monitored closely by class teachers throughout the year.</p> <p>The SENDCO monitors the progress of children with special educational needs against their personal targets and teaching staff meet termly to analyse tracking to identify needs.</p> <p>Action is taken if pupils fail to meet the progress targets and expectations that are set for them. (Targets are based on individual performance and ability and judged alongside national expectations.)</p> <p>Our provision map shows the range of interventions and support strategies in place in our school.</p> <p>Regular meetings take place between the SENDCO and the SEND governor to discuss children's progress and the impact of any additional individual support or group intervention.</p> <p>Reviews of School Support Plans / Education Health Care Plans / Team Around the Family Action Plans take place on regular basis to ensure the school's provision meets the needs of the child. Parents are actively involved in reviews and the views of both pupils and parents are valued. Specialist advice is always sought and directly informs reviews and the formation of any new School Support Plans.</p>

<p>How does the school teach pupils with SEND?</p>	<p>Each class teacher is responsible for the education of all children in their class, including those children who have special educational needs or disabilities. Teachers and teaching assistants apply flexible methods and strategies to best meet needs and enable access to learning.</p> <p>The school's SENDCO, Lynn Harrison, offers support and advice where appropriate.</p> <p>Additional help or specific interventions may be offered in a small group or one to one basis if this is felt to be beneficial to meeting particular needs.</p> <p>When school identifies the need for additional intervention to enable a pupil to make the expected progress, the parents/carers will be informed of the planned support and offered the opportunity to discuss this further if they have any concerns or queries.</p> <p>If a pupil meets the criteria for SEND, a School Support Plan will be created detailing the support the pupil will receive, who and how the support will be delivered, the period of time the support will last for and the outcome that is hoped for.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Class teachers are provided with specific information on the needs of individual pupils at the start of each year so that they can plan how best to meet the needs of the pupils in their care. They share this with other staff working with children in that class.</p> <p>Our staff deliver high quality teaching, which is differentiated to meet the needs of individuals.</p> <p>We have a team of trained and skilled support staff who work alongside the class teacher to deliver specific programmes to groups of pupils or to an individual child according to the requirements of the School Support Plan or SEND Support Plan.</p>
<p>How is the learning environment adapted to meet the needs of SEND pupils?</p>	<p>Our school is fully wheelchair accessible due to the fact that we are on one level with flat or ramped access to most exits and entrances. Any recent alterations or build are in line with Equality regulations.</p> <p>Risk Assessments are in place and any possible hazards or risks are identified and addressed through the school's Building Maintenance and Accessibility Plans.</p> <p>Specific resources may be acquired to meet the needs of individuals, e.g. specialist seating.</p> <p>Lighting has been updated and signage is clear.</p> <p>We seek specialist advice where a particular need is identified and would try to meet this advice where possible.</p>
<p>What additional support is available to pupils with SEND?</p>	<p>Each class teacher is responsible for the education of all children in their class, including those children who have special educational needs or disabilities.</p> <p>The school's SENDCO offers support and advice where appropriate.</p> <p>Additional help or specific interventions may be offered in a small group or one to one basis.</p> <p>When school identifies the need for additional intervention to enable a pupil to make the expected progress, the parents/carers will be informed of the planned support and offered the opportunity to discuss this further if they have any concerns or queries.</p> <p>If the pupil meets the criteria for special educational needs or disabilities (SEND), a School Support Plan will be created detailing the support the pupil will receive, the period of time the support will last for and the outcome that is hoped for.</p> <p>If pupils require high levels of support Education Health Care Plans are requested in order to enhance</p>

	the support provided through specialist advice, assessment and additional funding.
What activities are available for pupils with SEND in addition to those normally available in accordance with the curriculum?	<p>Teaching Assistant support is given at lunchtime, playtimes and during trips outside of the classroom for those children who are identified as requiring this additional support.</p> <p>Parents are involved in discussions to agree how best to support their child on educational visits. Parents may even accompany their children on trips if all agree that this would be the best way to ensure safety and access, if parents/carers are able to do so.</p> <p>SEND pupils can attend after school clubs and breakfast club in the same way as other pupils. If additional adult support is required decisions will be made in partnership with parents and the acquisition of additional funding or volunteers may be necessary.</p>
What support will there be for improving emotional and social development of pupils with SEND?	<p>Culgaith CE School's Statement of Intent, our Golden Rules and child centred approach provide a solid foundation of support and shared values for the whole school community.</p> <p>Our strong belief in the teaching of life- long learning skills through Resilience, Reflection, Resourcefulness and Relationship building helps children to celebrate their own and other people's successes and identify where they might be able to improve.</p> <p>The whole school understands the importance of communication. Children talk about what has happened, how they have done, staff provide feedback, ask questions and support children to solve problems themselves wherever possible.</p> <p>Older children are given responsibilities and have a share in the mentoring of children who might need more help.</p> <p>Each morning staff welcome parents and carers into school to help settle the children into their classroom environment. This provides parents with the opportunity to talk directly to staff about any little queries or to make an appointment.</p> <p>We have a Guardian Angel system (a sort of Key worker idea) in place to support vulnerable pupils. At the end of the day staff will feedback to parents/carers when necessary at handover time.</p> <p>We actively promote Healthy Eating and Lifestyle and include this teaching in our planning.</p> <p>We have a visit from the Life Education van every year. Their programme is entirely focused on Personal, Social and Health Education. It is making the right choices and why this is a good idea and the sessions are differentiated to meet the needs of children at different stages.</p> <p>Other areas of learning about developing relationships and changes linked to maturing which are appropriate for the older children are specifically taught in a sensitive way and we have a school nurse who delivers some of that learning. Parents/carers are always informed and individual children's needs would always be considered.</p> <p>Circle Time discussions are used regularly to explore social issues, as a way to build self-esteem and confidence and to encourage an ability to be still, to reflect and develop a more spiritual way of thinking about the wider world and our own special qualities.</p>
Who is the school SENDCO and how can I contact them or further information?	<p>Lynn Harrison(Head Teacher/SENDCO) 01768 88655 admin@culgaith.cumbria.sch.uk</p> <p>Or alternatively please call in to visit us at</p> <p>Culgaith CE School</p> <p>Culgaith</p>

	Penrith Cumbria CA10 1QL
What specialist services and expertise are available at or accessed by the school?	We liaise with a wide range of professionals depending upon each child's individual needs. These include: Health Visitors, Speech and Language Therapists, Educational Psychologists, Early Years and Specialist Advisory Teachers, Teachers of the Deaf/Visually Impaired, Occupational Health, School Nurse, Eden Carers, Specialist Nurses, Behaviour Support Team and East Cumbria Family Support, Children's Services.
What training have the staff supporting the children and young people with SEND had or are having?	As part of our annual Performance Management / Appraisal staff development is considered. Required training is then brokered or timetabled internally if we have the skills on our staff . Types of training undertaken recently include: Speech and Language Development, Epi-pen training, Behaviour management. Basic Moves (gross motor development). Most of our staff are trained first aiders with Paediatric First aiders in the Early Years class. Risk Assessments are produced to support pupils when necessary, these provide staff with additional guidance on how to handle specific situations.
How is SEND funding, equipment and resources secured and allocated?	Funding, equipment and resources are allocated to particular children (and in some cases to a small group of children) depending upon the needs identified in their School Support Plan or Education Health Care Plan. For most pupils the amount of support provided by the school is dictated by their level of progress and attainment. Pupils with identified SEND will be allocated support based on their School Support Plans and Education Health Care Plans. Parents are actively involved in decisions and agreement about the support provided for their child. A brief overview of allocation is set out in our SEND provision map.
How will I know how my child is doing and how will you help me to support my child's learning?	We believe that the relationship between home and school is absolutely vital and that, together we can surround the children with the care and support they need in order to make the progress they deserve. We have a three term entry system for Nursery children. The term before children start, we invite them for a couple of induction sessions and we speak to their parents individually. This is also offered to children who start our school who have not attended in their Nursery years. Prior to entry into Reception we hold a welcome evening where parents are invited into school and the Head and the Early Years Teacher give information about the curriculum, routines and communication channels and opportunities for discussing progress and support. Our Early Years Teacher will visit you and your child in your home and this gives further opportunity for sharing information. The Early Years team also make the children's albums available for parents to see at regular intervals and parents/carers are invited to make comments about the albums and about what the children do at home. The whole school has termly open evenings where progress and attainment in terms of age related

	<p>expectations are discussed and children working within Key Stage 1 and 2 have termly Next Steps for reading, writing and maths which are set and reviewed with the children and shared with parents. For children with special educational needs, these targets would include the targets on their school support plan, or their Education and Health Care Plan. At these meetings we will also discuss any support that would be beneficial at home over and above the support already given.</p> <p>When appropriate or necessary parents/carers may be contacted to discuss the support that the school are providing and how you can help your child at home at other times during the year.</p> <p>Some children who have lifelong medical or educational needs will require an Education Health Care Assessment which may be requested with advice and support from external agencies.</p> <p>When appropriate, parents/carers are signposted to relevant agencies within the community who can offer further support to you and your child. Multi-agency meetings may be held to help coordinate and review the support offered to vulnerable pupils and their families.</p>
How are SEND pupils consulted with in regard to actively involving them in their own education?	<p>The children attending Culgaith CE School are aged from 3 to 11 years old. Staff have discussions with children about their work, their Next Steps and they give regular feedback on work and achievement. They observe and engage with them in their play and talk with and support them where needed. Some children are able to contribute to these discussions and next step setting processes and their views are included. For other children, this is more difficult and so we include photos of them taking part in activities, or videos of them interacting and learning as part of the evidence of their enjoyment and participation assessment.</p>
How are complaints handled in regard to SEND provision at the school?	<p>Any complaints with regard to SEND provision should in the first instance be discussed with your child's class teacher and/or the SENDCO. If you feel your complaint has still not been successfully resolved you should then then contact the Head Teacher, Lynn Harrison. Thereafter Cumbria LEA's complaints procedure should be followed.</p>
How does the school involve other bodies, support services, agencies and voluntary organisations in meeting the needs of SEND pupils and their families?	<p>The school works with several different agencies, bodies and support services. In some circumstances individuals may be referred directly to an agency (e.g. following a request from a parent/carer or when staff require specific advice, guidance or help to assess the needs of a child e.g. Speech and Language). The agencies involved with a child's support will be invited to Team Around the Child meetings along with parents/carers and staff.</p>
How are pupils with English as an Additional Language who have SEND supported?	<p>If a child requires support because English is additional language for them, this support is given outside of our SEND processes. However, if a child also has special educational needs or a disability they may require even more support and the specific problem may be more difficult to identify because of the language challenge, especially if English is an additional language for the whole family. Culgaith CE School staff would strive to find suitably qualified translators and professionals to assist in assessing the child's needs. Once the issues are identified we will develop strategies and a programme of support to meet the needs of the child with advice from other professionals.</p>
What are the contact details for local services and support groups for families? (Clause 32)	<p>Autism karen.nicholson@carlisle Mencap.co.uk www.autism.org.uk</p>

	<p>Play activities, adult & family learning courses & activities for children with additional needs enquiries.eden@barnardos.or.uk</p> <p>Family support in families own home and groups for parent/children. info@eastcumbriafamilysupport.org.uk</p> <p>Dyslexia www.bdadyslexia.org.uk scuda.kendal@talk21.com www.s_scudauk.co.uk</p> <p>Special educational needs and disabilities (SEND) www.education.gov.uk/childrenandyoungpeople/send</p>
<p>How will the school prepare and support my child to join our feeder school for the next stage of education?</p>	<p>We work closely with our associate high schools (UCC, QEGS and occasionally Appleby Grammar). Annual visits by high school staff to us and by children in Y5/6 to the high schools are arranged. When staff visit us we pass on information about children and their needs and any programmes we have been using and our SENDCO meets with the high school's SENDCO.</p> <p>Discovery Day happens in the summer term and all children attend their High school for the day. Where necessary additional visits are made for children with SEND. These would be arranged depending on the needs of the individual child.</p> <p>We liaise carefully with any new schools to discuss children's needs (e.g. if a family moves away).</p>
<p>Where can I find information on Cumbria's Local Offer?</p>	<p>http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page</p>