



Culgaith CE School

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

Approved by ¹	
Name:	Lynn Dobinson
Position:	Head Teacher
Signed:	
Date:	April 2024
Review date ² :	April 2025

Wonderfully Made

(Psalm 139:14)

Our vision

At Culgaith C of E School we believe that we are all uniquely created individual parts of one body.

Our school is a place where we value the character of every child and strive for all to be ambitious for themselves and their world.

¹The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head teacher

²This document must be reviewed annually

At Culgaith CE Primary School the highly dedicated staff team aims to provide the very best education for all our children. We ensure that all children have the same inclusive education and we respect the fact that children have:

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

What is SEN:

The 2015 Code of Practice says that:

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.'

(2015 SEN Code of Practice: 0 to 25 Years)

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Our SEND policy aims are:

- o To provide the very best education for all children whilst reflecting the individual needs of children with SEND.
- o To ensure that all children have equal opportunities and access to an exciting, appropriate, broad and balanced curriculum regardless of gender, race, age, disability or social and economic background.
- o To support children in any way we can to enable them to access, develop, and learn as much as they can.
- o To identify children with SEND as soon as possible.
- o To identify and develop strategies to support those children as soon as possible.
- o To ensure parents are kept fully informed and made clear about the expectations, processes and provision of children with SEND.
- o To enable staff to have access to training that supports their work when working with children with SEND.

- o To follow the relevant legislation and guidance regarding SEND.

Roles and Responsibilities

Every teacher is a teacher of SEND and it is the responsibility of all members of staff.

Every teacher's responsibilities are:

- o Quality first teaching from all staff to ensure children access a wide and broad curriculum.
- o Assess all children regularly and raise any concerns they may have with the SENDCO and head teacher.
- o To ask for support and strategies from the SENDCO to help aid learning within the classroom.
- o To undertake relevant training to support individual needs.
- o To utilise and keep up to date with technology to help to aid learning, including children with SEND.

Mrs Lynn Dobinson and Miss S McWhirter are the SENDCO's at Culgaith CE School. (With Miss J Berry of Morland CE)

Their main duties are:

- o Overseeing the day to day operation of the school's SEND Policy.
- o Co-ordinating provision for children with SEND.
- o Liaising with and advising colleagues to support children with SEND.
- o Overseeing the record of all children with SEND.
- o Liaising with parents of children with SEND.
- o Contributing to the in-service training of staff.
- o Liaising with external agencies to seek advice and guidance relating to SEND.
- o Liaising with the early years' providers, other schools of education to ensure a smooth transition is planned.
- o Ensuring that the school keeps the records of all pupils with SEND up to date.
- o Liaising with the headteacher where a looked after pupil has SEND.

SEND Governor:

Mrs. Elaine Ellar is the SEND Governor at Culgaith CE School.

Her main duties are:

- o Consulting with the SENDCO to monitor progress of children with SEND.

- o To 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 does not discriminate against children with SEND and give priority to children with Educational Health Care Plans (EHCP's) where our school is named.

Identification, monitoring & tracking:

Assessment and monitoring process at Culgaith.

Children with SEND are identified by one of three assessment routes all of which are part of overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at regular intervals 4 times per year. In staff meetings, the progress of all children is discussed. If children are highlighted as making less than expected progress then they are discussed with the Head Teacher and SENCO and a plan of action is agreed upon.
- Class Teachers and Support Staff are continually aware of children's learning. If they observe that a child, as recommended by the 2015 code of practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. Initially concerns would be logged on Scholarpack.

This can be characterised by progress which is:

1. A child is significantly slower than that of their peers starting from the same baseline.
2. A child struggles to match or better their previous rate of progress.
3. A child is unable to close the attainment gap between themselves and their peers.

Categories of SEND:

There are 4 broad areas of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health

4. Physical and sensory

SEND at Culgaith - profile of SEND:

12% of children from Nursery to Year 6 are currently on the SEND register and either have SEN support through IEPs (8%) or an EHCP (6%). Therefore, this means that all teachers expect to have children with SEND in their classes.

Working with parents and children:

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' evenings (Autumn and Summer terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at school SEN support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Recording information:

At Culgaith we use several methods to record information for children with SEND. These include:

- An Individual Education Plan is produced and/or reviewed. The plan records SMART targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in a small group).
- Intervention groups - if a child is in an intervention group, notes are made on these sessions and recorded.
- Following school-led targeted support, some children may need further assessment - at this stage an Early Help would be submitted.

- A decision may be reached to move to an EHCP. This can provide support for pupils in various ways such as an intervention programme, additional adult-led support, resources etc.

Teaching and learning:

All staff at Culgaith CE School, our vision for education is inclusive of all of our learners, we strive to celebrate the unique qualities of all of our students and promote ambition for all. We aim to encourage children to work independently and to be the best that they can be. All children, including those with SEND, are entitled to be taught by a teacher, not always by a TA. Teachers aim to spend time within each school day to work with children with SEND, either individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable children to reach their SMART targets, but without developing a learned dependence on an adult.

Extra-curricular activities:

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we accommodate and make adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we plan for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

Staff expertise/training:

All of our teachers are trained to work with children with SEND. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer continued professional development through access to in-house or external courses, provision of books or guidance towards useful websites.

All staff within school have Makaton Training which we aim to implement across the whole school. Some support staff have expertise and training in specific areas of SEND and in specific interventions such as Lego Therapy and IDL.

Additional expertise is provided by the Local Authority or the NHS. This includes access to

- Educational Psychologists
- Advisory Teachers
- Occupational therapists

- Speech and Language therapists
- EYFS Area SENCO

Behaviour is not classified as a SEND. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, considering family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), the school, in collaboration with the parents, would complete an Early Help Assessment and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. All children's behaviour is responded to consistently in line with our Behaviour Management Policy, although reasonable adjustments are made to accommodate individual needs.

Transitions to secondary or new school:

Transfer within school - Moving to a new school or class can be difficult for some children and we will do what we can to support children with a smooth transition. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise children with their new environment
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Transition to Secondary School - Enhanced transition arrangements are tailored to meet individual needs with the current school and secondary school. Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

Governors:

It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governor with particular responsibility for SEND is Elaine Ellar. She meets with the SENDCo at least annually to monitor SEND policy and practise.

Complaints:

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Cumbria's local offer:

The purpose of the local offer is to enable parents and young people to see more clearly what services and processes are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cumbria's Local Offer (which includes Culgaith CE School's contribution) is available following this link

[Families Information \(westmorlandandfurness.gov.uk\)](http://westmorlandandfurness.gov.uk)

Equal opportunities:

Culgaith CE School is committed to providing equal opportunities for all, regardless of race, faith, gender, disability or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

Review: Annually