



Culgaith CE Primary School

Special Educational Needs and Disabilities (SEND) Policy

Approved by ¹	
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Position:	Head Teacher
Signed:	
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Review date ² :	June 2027

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.

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

² This document must be reviewed annually

Our values

At Culgaith CE Primary School, we are a small, nurturing Church of England rural primary school at the heart of our community. Guided by our Christian vision and values, the highly dedicated staff team aims to provide the very best education for all our children. We believe every child is **"Wonderfully Made"** and created with unique gifts, talents and potential.

We ensure that all children have the same inclusive education and 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.
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Our inclusive approach reflects our commitment to ensuring that every child is valued, supported and able to flourish academically, socially and spiritually. This aligns with the Church of England's *Vision for Education* and our responsibility to provide a safe, caring and stimulating environment where all children can thrive.

What is SEN?

The 2015 Code of Practice states 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..." (2015 SEN Code of Practice: 0 to 25 Years)

This definition underpins our identification processes and ensures that our provision aligns with national expectations and statutory guidance.

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

Our SEND Policy Aims / Legal Framework and Statutory Duties

- Provide the very best education for all children whilst reflecting the individual needs of children with SEND, in line with our Christian vision and values.
- 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, in accordance with the Equality Act 2010.
- Support children in any way we can to enable them to access, develop and learn as much as they can, recognising the importance of nurture, wellbeing and belonging in a small rural school.
- Identify children with SEND as early as possible, following the Graduated Approach outlined in the SEND Code of Practice.
- Identify and develop strategies to support those children as soon as possible, using the strengths of our close-knit staff team and mixed-age teaching structure.
- Ensure parents are kept fully informed and made clear about the expectations, processes and provision for children with SEND, reflecting our strong home-school partnerships and community values.
- Enable staff to have access to training that supports their work when working with children with SEND, ensuring high-quality provision across all classes.
- Follow all relevant legislation and guidance regarding SEND, including the SEND Code of Practice 2015, the Children and Families Act 2014 and the school's Accessibility Plan.

Roles and Responsibilities

Every Teacher is a Teacher of SEND

At Culgaith CE Primary School, all staff share responsibility for ensuring that pupils with SEND receive high-quality, inclusive education. This reflects the SEND Code of Practice (2015), which states that *"teachers are responsible and accountable for the progress and development of all pupils in their class."*

All teacher's responsibilities include:

- Quality First Teaching that enables all children, including those with SEND, to access a broad, balanced and ambitious curriculum.

- Regular assessment of all pupils and early identification of emerging needs, raising concerns promptly with the SENDCo and Headteacher.
- Seeking advice from the SENDCo to implement appropriate strategies, scaffolds and adaptations within the classroom.
- Engaging in relevant training to develop understanding of specific needs and effective teaching approaches.
- Using technology and resources to support learning, including assistive tools for pupils with SEND.
- Maintaining high expectations for all learners, ensuring SEND is not a barrier to achievement.

The Headteacher's responsibilities

Mrs Lynn Dobinson is the Headteacher.

- Ensuring statutory compliance making sure the school fulfils all legal duties relating to SEND, including identification, assessment, provision and reporting.
- Ensuring SEND is embedded within whole-school improvement planning.
- Ensuring high-quality inclusive teaching holding staff to account for delivering Quality First Teaching and ensuring adaptations are made so all pupils can access the curriculum.
- Allocating resources effectively ensuring SEND funding is used appropriately to meet pupils' needs, including staffing, interventions and training.
- Promoting equality and inclusion ensuring the school meets its duties under the Equality Act 2010, including making reasonable adjustments and preventing discrimination.
- Ensuring strong safeguarding practice recognising that pupils with SEND may be more vulnerable and ensuring safeguarding procedures reflect this.
- Ensuring effective communication with parents to promote positive relationships with families and ensuring parents are fully involved in decisions about their child's provision.
- Supporting transitions ensuring smooth transitions between classes, key stages and onward to secondary school, including enhanced arrangements for pupils with SEND.
- Ensuring effective collaboration with external agencies by supporting the SENDCo in securing advice and involvement from health, social care and specialist services when needed.

SENDCo Responsibilities

Miss Sam McWhirter is the SENDCo. The role is defined by the Children and Families Act (2014) and the SEND Code of Practice (2015).

The SENDCo's statutory and strategic duties include:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Coordinating provision for pupils with SEND, ensuring the graduated approach (Assess-Plan-Do-Review) is implemented consistently.
- Advising and supporting colleagues to ensure high-quality, inclusive practice across the school.
- Maintaining accurate SEND records, including IEPs, provision maps and external reports.
- Liaising with parents and carers, ensuring strong communication and partnership working.
- Leading staff training and supporting professional development related to SEND.
- Working with external agencies, including Educational Psychologists, Speech and Language Therapists, Early Help and health professionals.
- Supporting transition arrangements, including EYFS entry, class transitions and secondary transfer.
- Ensuring statutory processes (e.g., EHCP applications, annual reviews) are completed within required timescales.
- Liaising with the Headteacher regarding pupils who are looked after and have SEND, ensuring their needs are fully met.

SEND Governor Responsibilities

Mrs Elaine Ellar is the SEND Governor.

The SEND Governor's statutory duties include:

- Monitoring SEND provision across the school through regular meetings with the SENDCo.
- Evaluating the impact of support and interventions on pupil progress and wellbeing.
- Ensuring compliance with statutory duties, including the SEND Code of Practice, Equality Act and Children and Families Act.
- Reporting to the Full Governing Body on SEND provision, progress and strategic priorities.
- Supporting the school in maintaining an inclusive ethos where all children are valued.

Governing Body Responsibilities

The Governing Body has a legal duty to ensure the school meets its statutory obligations under the SEND Code of Practice (2015), Equality Act (2010) and Children and Families Act (2014).

The Governing Body must:

- Ensure the school's admissions arrangements do not discriminate against pupils with SEND and that priority is given to pupils with an EHCP naming the school.
- Ensure the school provides high-quality SEND provision and uses resources effectively.
- Publish and review the SEND Information Report annually.
- Ensure the school has an Accessibility Plan that is reviewed and implemented.
- Hold leaders to account for the progress and wellbeing of pupils with SEND.
- Ensure staff receive appropriate training to meet pupils' needs.

SEND at Culgaith

22% of children from Nursery to Year 6 are currently on the SEND register and either have SEN support through IEPs (**14%**) or an EHCP (**4%**). Therefore, this means that all teachers expect to have children with SEND in their classes.

Identification, Monitoring and Tracking of SEND

Areas of Need (SEND Categories)

In accordance with the SEND Code of Practice, pupils' needs are identified within four broad areas:

1. Communication and Interaction

2. **Cognition and Learning**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Physical and Sensory Needs**

These categories support identification but recognise that many children's needs may overlap.

At Culgaith CE Primary School, the identification, monitoring and tracking of pupils with SEND is underpinned by our commitment to early intervention, high-quality teaching, and inclusive practice.

Our approach is guided by the SEND Code of Practice (2015) and follows the Graduated Approach: Assess - Plan - Do - Review.

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The Graduated Approach is a continuous cycle used to support pupils with SEND. It ensures that provision is carefully planned, implemented, and reviewed to secure the best possible outcomes for each child.

Assess

The class teacher, alongside the SENDCo where appropriate, gathers information to build a clear understanding of the pupil's needs. This includes assessment data, classroom observations, and the views of parents and the pupil.

Plan

Appropriate support is agreed, including targeted strategies, interventions, and expected outcomes. Parents are involved in planning, and all staff working with the pupil are made aware of the provision in place.

Do

The planned support is delivered. The class teacher remains responsible for the pupil's progress, even when interventions are carried out by support staff.

Review

The effectiveness of the support is evaluated. Progress is measured against agreed outcomes, and next steps are identified. This informs the next cycle of assess, plan, do and review.

This cyclical process ensures that support is responsive, evidence-based, and tailored to the individual needs of each pupil.

Defining “Less Than Expected Progress”

In line with the SEND Code of Practice, a pupil may be identified as requiring additional support if they:

- Make progress significantly lower than peers starting from the same baseline
- Do not match or improve on previous rates of progress despite high-quality teaching
- Fail to close the attainment gap between themselves and their peers
- Experience a widening attainment gap over time
- Demonstrate persistent difficulties in one or more of the following:
 - Learning
 - Communication
 - Behaviour
 - Physical development

These indicators inform decisions about whether further assessment or intervention is required.

Principles of Identification

We use a range of strategies to identify pupils who may require additional support at the earliest opportunity. Identification is based on:

- Whole-school assessment systems - recorded on Arbor
- Ongoing classroom observation
- Working with Parents/Carers
- Professional judgement
- External professional input

Children's needs are considered in the context of their learning environment, wellbeing, and prior attainment to ensure a holistic understanding.

Routes to Identification

Whole School Pupil Progress Monitoring

The progress of all pupils is formally reviewed four times per year through pupil progress meetings. Class teachers and the SENDCo analyse:

- Attainment
- Progress
- Barriers to learning

Where a pupil is identified as making less than expected progress, appropriate actions are agreed and recorded. This process supports the Teacher Standards, ensuring that assessment informs responsive teaching.

Ongoing Classroom Observation and Professional Judgement

Teachers and support staff continually monitor pupils:

- Learning
- Engagement
- Behaviour

Concerns about progress are:

- Logged on Arbor
- Discussed with the SENDCo

Staff consider whether challenges may relate to:

- Special educational needs
- Environmental factors
- Wellbeing or pastoral needs
- Gaps in prior learning

Working with Parents/Carers

We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers 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.
- All concerns are reviewed alongside school-based evidence to build a comprehensive profile of the child's needs.

Monitoring and Tracking

Once a concern has been identified:

- The pupil's progress is closely monitored over time
- Data and observations are regularly reviewed through:
 - Pupil progress meetings
 - SEND reviews
 - Tracked on Arbor
- The effectiveness of strategies and interventions is evaluated

This ongoing tracking ensures that support remains responsive and evidence based.

Next Steps Following Identification

When SEND is identified or suspected, the school will:

- Initiate or continue the *Graduated Approach* (Assess-Plan-Do-Review)
- Provide targeted support within Quality First Teaching
- Monitor the impact of interventions
- Work in partnership with parents/carers
- Consider additional provision such as:
 - Individual Education Plans (IEPs)
 - Targeted interventions
 - Involvement of external agencies

Recording and Monitoring SEND Provision

At Culgaith CE Primary School, we use a range of methods to record, monitor and review support for pupils with SEND. These ensure that provision is consistent, targeted and responsive to individual needs.

Individual Education Plan (IEP)

An IEP is created and reviewed regularly. It sets out SMART targets for the pupil, alongside the personalised provision in place, which may include one-to-one or small group support.

Intervention Records

Where pupils access targeted interventions, staff keep clear records of sessions, including progress notes and impact, to inform future planning.

Further Assessment and Early Help Assessment

If school-based support does not fully meet a pupil's needs, an Early Help assessment may be initiated to access additional support and gain a broader understanding of the child's needs.

Education, Health and Care Plans (EHCP)

Where a higher level of need is identified, the school may request an EHCP. This can provide additional support such as:

- Structured intervention programmes
- Increased adult support
- Specialist resources or provision

These systems ensure that all support is well-documented, regularly reviewed, and focused on improving outcomes for the pupil.

Pupil Voice

At Culgaith CE Primary School, we recognise the importance of pupil voice in effectively supporting children with SEND. Pupils are encouraged to share their views, wishes and feelings about their learning and support. Embedding pupil voice helps to promote engagement, independence and positive outcomes, ensuring that children with SEND are active participants in their own learning.

Extra-curricular activities

All 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. We also have a 'Nurture Group' who have specialised trips that have a high adult to pupil ratio. These trips focus on the child's personal and social development.

Staff expertise / training

At Culgaith CE Primary School, we are committed to ensuring that all staff are well-equipped to support pupils with SEND through high-quality training and ongoing professional development.

All teachers are trained to work with pupils with SEND and are responsible for delivering Quality First Teaching, differentiated to meet individual needs. All staff have access to advice, resources and guidance to support inclusive practice.

We provide a range of in-house and external training opportunities, including courses, professional reading, and access to specialist services. This ensures staff knowledge remains current and responsive to the needs of our pupils.

Whole School Training

All staff receive core training to support the safety, wellbeing and inclusion of all pupils:

- **SEND Code of Practice** - Headteacher
- **Paediatric First Aid Training** - All staff
- **Defibrillator Training** - All staff
- **Makaton Training** - All staff (embedded across the school)

Additional training to support pupil needs includes:

- **EpiPen Training** - 1 teaching assistant
- **Team Teach (Positive Handling)** - 3 teaching assistants
- **Early Talk Boost** - 2 teaching assistants

Targeted SEND Training

Some staff have developed further expertise in specific interventions to support targeted groups of pupils:

- **IDL (International Dyslexia Learning Programme)** - 1 teaching assistant
- **Speech and Language Support** - 2 teaching assistants
- **Lego Therapy** - 1 teaching assistant
- **ELSA (Emotional Literacy Support Assistant)** - 1 teaching assistant
- **Autism in Girls** - 1 teaching assistant

Specialist Training for Individual Pupils

Where required, staff receive additional training to meet the needs of specific pupils:

- **Nurse-led Epilepsy Training** - 4 teachers and 4 teaching assistants
- **Medical Training** - 4 teaching assistants

- **Epi-pen training** - all staff

Access to External Expertise

The school works closely with external professionals to support staff and pupils. This includes access to:

- Educational Psychologists
- Advisory Teachers
- Occupational Therapists
- Speech and Language Therapists
- EYFS Area SENCO

These services provide specialist assessment, advice and training to ensure that provision is effective, evidence-based and tailored to individual needs.

Behaviour

Behaviour is not, in itself, classified as a SEND. However, we recognise that behaviour can be a communication of underlying needs.

Where a pupil presents with persistently challenging behaviour, the class teacher will work with the SENDCo to assess the child's needs.

This will include consideration of:

- The child's developmental stage
- Family circumstances
- Any known history of experiences, including trauma or adverse childhood experiences

If behaviour is identified as a response to social, emotional or environmental factors (such as bereavement, parental separation or other significant life events), the school will work in partnership with parents/carers to provide appropriate support. This may include initiating an Early Help Assessment to coordinate support from relevant services.

Where there are concerns regarding a pupil's mental health and wellbeing, the school will work closely with families and may signpost or support referrals to appropriate services, such as the GP or Child and Adolescent Mental Health Services (CAMHS).

All pupils' behaviour is managed consistently in line with the school's Behaviour Policy. However, in accordance with the Equality Act (2010), reasonable adjustments will be made where appropriate to meet individual needs and ensure that pupils with SEND are not disadvantaged.

How the Early Help Assessment Works

The Early Help Assessment (EHA) is a process used to identify and support children and families who may need additional help at an early stage, before issues become more serious.

Identifying the Need

When concerns arise about a child's wellbeing, development or family circumstances, school staff discuss these with parents/carers. If additional support is needed beyond what school can provide alone, an Early Help Assessment may be suggested.

Gaining Consent

The process is **voluntary**, and parental consent is required before an Early Help Assessment can begin. The school works in partnership with the family throughout.

Completing the Assessment

A member of staff (often the SENDCo or safeguarding lead) works with the family to gather information about:

- The child's needs (education, health, emotional wellbeing)
- Family circumstances
- Strengths as well as areas of concern

Creating a Support Plan

A plan is developed that outlines:

- The support needed
- Actions to be taken
- Professionals or services involved (if needed)
- Desired outcomes for the child

A Lead Professional is identified to coordinate support and act as the main point of contact.

Providing Support

Support may involve:

- School-based strategies
- Family support services

- Health or community services

The aim is to provide **early, coordinated support** to improve outcomes.

Reviewing Progress

The plan is reviewed regularly with the family and involved professionals to:

- Monitor progress
- Adjust support where needed
- Decide whether further intervention is required

Transitions

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.

Transfer within school

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 are held in the Summer term of Year 5 with a final meeting in the Summer 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.

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/families-information)

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.

Supporting Frameworks

Our procedures are informed by the following statutory and professional frameworks:

- **SEND Code of Practice (2015)**
- **Children and Families Act (2014)**
- **Equality Act (2010)**
- **Teacher Standards (2011)**
- **Graduated Approach (Assess-Plan-Do-Review)**
- **School Assessment Policy**

Review: Annually