



ALLITHWAITE C OF E SCHOOL

SEND AND INCLUSION POLICY

<i>At the time of publishing the following roles were held:</i>	
Headteacher:	Gillian Elliott
Assistant Headteacher:	Rachel Humphries
SENDCo:	Basia Nowak
Chair of Governors:	John Whitehead
Designated SEND Governor	Carol Lamb

Approved by ¹	
Name:	J Whitehead
Position:	Chair of Governors
Signed:	
Date:	October 2022
Review date ² :	October 2023

REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	March 2021
2	Annual update	March 2022
3	Review in line with updates to Cumbria SEND handbook 2022 and KCSiE 2022.	September 2022

Introduction

Allithwaite Primary School is a child-centered school whose main aim is to provide a safe, welcoming and stimulating environment in which every child thrives and reaches their full potential. Every child and family in our community is equally valued and diversity is celebrated. Our school's team consists of qualified teachers and support staff as well as caring and nurturing dinner and midday staff. Allithwaite School provides a broad and balanced curriculum which allows every child to achieve, develop, learn and grow. Inclusion is at the heart of our school life and the teaching is tailored towards individual learning providing challenge and support.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 (2015)
- Cumbria SEND Handbook (2022)
- Keeping Children Safe in Education (2022)

ALLITHWAITE SCHOOL MISSION STATEMENT

At Allithwaite School, we put children at the centre of everything we do. We support and value the abilities of all our pupils. We strive to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our teachers provide Quality First Teaching to all pupils at Allithwaite School, regardless of their special educational needs or disabilities.

The Governing Body at Allithwaite School will ensure that appropriate provision will be made for all pupils with SEN and Disabilities.

Aims and Objectives of this Policy:

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers

- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

1. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

2. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo, who has Qualified Teacher Status and has attained the National Award for SENCO from University of Cumbria. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school and there is a nurturing ethos among pupils. Staff responsibilities are identified in individual job descriptions. Support staff play a major role in the support of pupils with SEND. The rationale for the deployment of Support staff is child-centred. The SENCo is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN (in co-operation with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services as well as charity organisations (e.g. Action for Children, My Time, Barnardo's and many other)

The SENCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy. SENCo and Designated SEN Governor meet once a term and, additionally, SEN Governor is invited to staff meetings led by SENCo during which an update on SEN Register/SEN issues is presented.

3. IDENTIFICATION AND ASSESSMENT

Without unnecessary labelling, we identify and strive to meet pupils' needs as early as possible. SEND Code of Practice (2015) identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical.

Whilst identifying needs, we also take into consideration the following additional aspects which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

During the identification process, the SENCO works closely with the Head teacher, as well as teachers/subject leaders analysing whole school tracking data as an early identification indicator. The following indicators of special educational needs are taken into account:

- parental concerns
- teacher concerns
- the analysis of data, including entry profiles at KS1 and KS2 and end of KS1 and KS2 data, SATs, annual and termly pupil assessments
- the use of the Local Authority SEN criteria
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services

As a result of the identification process, the SENCO creates a list of pupils with special educational needs and the details of interventions offered to meet the needs. This list is called the SEND Register. It is reviewed and analysed each term. For some pupils, a more in depth individual assessment may be undertaken by the school or other agencies, depending on the nature of the needs.

4. CURRICULUM ACCESS AND PROVISION

Teachers at Allithwaite School differentiate work for groups of pupils in order to meet the learning needs of all pupils. They identify next steps for each individual pupil to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals. The range of provision may include:

- in class support for small groups with a Teaching Assistant (TA) or Class Teacher (CT)
- small group withdrawal with TA
- individual class support / individual withdrawal
- further differentiation of resources
- if a pupil is identified as having profound learning difficulties, Allithwaite School provides a bespoke curriculum to meet the pupil's individual needs
- interventions
- provision of alternative learning materials/ special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their

effectiveness

- staff development/training to undertake more effective strategies
- access to Specialist Teaching and Educational Psychology or other support services for advice on strategies, equipment, or staff training

5. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

6. RECORD KEEPING

The school will record the steps taken to meet the individual needs of pupils with SEN or Disabilities. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's individual folder will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

7. TARGETS and INDIVIDUAL EDUCATION PLANS (IEPs)

All pupils on our SEND Register will have termly Individual Education Plans (IEPs) setting out targets and any provision made that is additional to or different from usual classroom provision, reflecting the Graduated Response (Assess, Plan, Do, Review cycle). For pupils with an EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets, these are used to inform the Individual Education Plans. Strategies for pupils' progress will be recorded in IEPs containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Success and/or exit criteria
- Date for review
- The outcomes recorded at review

IEP will record only that which is different from or additional to the normal differentiated curriculum, and every term will concentrate on three or four individual targets that closely match the pupil's needs. IEP will be created by class teacher in co-operation with SENCO, with contributions from parents/carers as well as pupils themselves. IEPs will be reviewed at the end of each term, again taking into consideration parents'/carers' and pupils' views.

8. CODE OF PRACTICE (2015) GRADUATED RESPONSE

Allithwaite School adopts the levels of intervention as described in the SEN Code of

Practice (2015). The Code of Practice advocates a graduated response (Assess, Plan, Do, Review) to meet pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes. Placement of a pupil on the SEND Register will be made by the SENCO after full consultation with parents at an Individual Education Plan review. The SENCO, after obtaining parental consent, may contact external support services to ask for advice on targets for a new IEP and provide specialist inputs to the support process. This will usually be done by SENCO registering the child on Early Help Register and the subsequent filling in the Early Help Assessment Form which is normally requested by external agencies before they decide to get involved. The SENCO will then organise Team Around Family (TAF) meeting, inviting the external agencies and parents/carers. During the TAF meeting, the appropriate Action Plan is agreed. TAF meetings continue at regular intervals, usually every 4 to 6 weeks, updating everybody involved what actions have been taken and what progress has been achieved.

External agencies involvement will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting IEP will incorporate strategies suggested by the external specialists which will be implemented by the class teacher and support staff involved.

9. REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency and if this is the case, Allithwaite School will provide all the necessary documentation requested in the process of Assessment, i.e.:

- Records from past interventions
- Current and past IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history (if provided to school by parents/carers)
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports

- Any other involvement by professionals (e.g CAMHS, Action for Children)

10. EDUCATION AND HEALTH CARE PLAN (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in IEPs
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

EHCPs must be reviewed at least annually and in the case of profound learning difficulties, bi-annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parents/carers
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team (the Specialist Advisory Teacher written in the pupil's plan)
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate, to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools will be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers/SENCo from the receiving school. Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP for an individual pupil.

11. PARTNERSHIP WITH PARENTS/CARERS

If you have any SEN concern, you are invited to email the school SENCo at sendco@allithwaite.cumbria.sch.uk

Partnership with parents and carers is of paramount importance at Allithwaite School. We co-operate with and assist parents/carers in dealing with their SEN concern by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their

- parents/carers
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- providing information about the SEND IAS Service who offer impartial advice to parents and families of all students with special educational needs on request
- providing contact details of other support services for the parents/carers of pupils with SEN which can be also gained via the local Cumbria LA offer (<https://localoffer.cumbria.gov.uk>)

12. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2015). Where appropriate, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

13. SPECIAL PROVISION

The school has the following facilities:

- All main classrooms and the dining hall have wheelchair access
- All main classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, and high frequency lighting
- Blinds and curtains in classrooms to reduce glare.

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

14. LINKS WITH EDUCATION SUPPORT SERVICES

Allithwaite School has effective working links with various external agencies. For pupils on our SEND Register, any one or more of the following agencies may be involved: Educational Psychologist, Specialist Advisory Teachers, Occupational Therapist, Speech and Language Therapist, Community Paediatrics, CAMHS and Local Safeguarding Children Board (LSCB).

15. INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further continuous professional development. Recent courses and in-school training opportunities undertaken are detailed in the Head teacher's report to governors each term.

16. RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy. SEN Governor, in co-operation with SENCo and Head teacher, has an overview on the SEN budget for individual pupils with SEN.

17. COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN, these will be dealt with in the first instance by the Head teacher/SENCo. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

18. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, SEN Governor, parents, carers and pupils. The school considers the SEND and Inclusion Policy document to be of paramount importance and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was written by Allithwaite School SENCo, Basia Nowak in **March 2022**