



# Special Educational Needs Policy and Information Report

| Approval Level      | Review Cycle                              |
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|                     |   |
| Governing Body      | Date Approved: 2 <sup>nd</sup> March 2022 |
| Individual Governor | Annually                                  |
| Headteacher         | Reviewed:                                 |

## Special Educational Needs & Disabilities (SEND)

### SEND Policy and Information Report for Holm Cultram Abbey C of E Primary School

(in accordance with section 65(3) of the Children and Families Act 2014)

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Holm Cultram Abbey (HCA) C of E Primary School, our school's vision for SEND is to provide high-quality support to children with SEND and their families through:

1. An emphasis on early identification and intervention.
2. The use of structured, evidence-based interventions to help promote the academic, social and emotional progress of children with SEND.
3. The development of collaborative, positive relationships with parents/guardians.
4. Effective and timely partnerships with Outside Agencies to provide specialist support.
5. Regular opportunities to gather pupil and parent/guardian voice to help tailor and refine SEND support.

We will always aim to support children with SEND and their families to our best endeavours within our SEND Local Offer. The SEND Local Offer is what the school can provide for children with SEND and their families and is outlined within this Policy and the SEND information Report.

### Legislation and Guidance

This policy and the SEND Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (DfE, 2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN Coordinators (SENCOs) and the SEND Information Report.

### Definitions

According to the SEND Code of Practice (DfE, 2015), a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, that is additional to or different from the support provided to other children of the same age.

A child is considered to have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability, characterised by physical or mental impairment, which has a significant impact on their day-to-day functioning and access of resources and facilities generally accessed by other children of the same age (The Equality Act, 2010).

### Roles and Responsibilities within SEND Provision at Holm Cultram Abbey C of E Primary School

#### The SENCo

The SENCo at Holm Cultram Abbey C of E School is Mrs Andrea Worthington/Mr Wigginton and can be contacted via the school office on 016973 61261.

Consistent with our school's SEND Local Offer, the SENCo will:

- Work with the SEND Governor to determine the strategic development of the SEND Policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans.
- Provide professional guidance to colleagues and work with staff, parents and other Outside Agencies to ensure that pupils with SEND receive appropriate support and High-Quality Teaching and Learning approaches.
- Advise on the 'Graduated Approach' to providing SEND support.
- Advise on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of a child's education to ensure pupils and their parents are informed about the options available to them and a smooth transition is planned.
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under The Equality Act (2010) with regard to 'reasonable adjustments' and access arrangements for learning and statutory assessments at the end of each Key Stage.
- Ensure the school keeps the records of all pupils with SEND up to date.

#### The SEND Governor

The SEND Governor at Holm Cultram Abbey School is Phil Jackson

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Board on this.
- Work with the Headteacher/SENCo to determine the strategic development of the SEND policy and provision in the school.

## The Headteacher

The Headteacher will:

- Work with the SENCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## Class Teachers

The SEND Code of Practice (DfE, 2015) outlines that 'Every teacher is a teacher of SEND'.

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and to decide on any changes to their support provision.
- Ensuring that this SEN policy is followed.

## What kind of special educational needs provision is accessible for children at St Holm Cultram Abbey C of E Primary School?

HCA is a mainstream inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Our school can provide additional and/or different provision for a range of needs, including:

**Communication and Interaction**, for example Autistic Spectrum Condition, Asperger's Syndrome, Speech and Language Difficulties.

**Cognition and Learning**, for example Dyslexia, Moderate and Multiple Learning Difficulties.

**Social, Emotional and Mental Health difficulties**, for example Attachment difficulties and the effects of trauma, mental health issues and Anxiety.

**Sensory and/or Physical Needs**, for example, Sensory Processing difficulties, physical difficulties and visual or hearing impairments.

Our current expertise is around children with an Autistic Spectrum Condition and children who are affected by trauma or attachment difficulties. We also have current experience of children with dyslexia, children with moderate learning difficulties and speech and language difficulties.

## How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Some children arrive at HCA with identified SEND, in which case the SENCo (Special Educational Needs Co-ordinator) will liaise with the previous school, nursery or special unit to ensure there is a smooth transition and continuity of provision.

As part of a whole-school assessment cycle, we will assess all pupil's skills and attainment at regular points throughout the academic year. Class Teachers may raise concern about a pupil's attainment and progress if it is:

- Significantly slower than that of their peers who began at the same starting point.
- Failing to match or better the child's previous rate of progress.
- Failing to close the attainment gap between the child and their peers.
- Widening the attainment gap.

It may also include progress in areas other than academic attainment, for example, a child's social or emotional needs.

Where pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *maybe* that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from their learning. The school understands that children who experience these barriers to learning are vulnerable. This *does not* mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special education provision will be identified as having SEN.

If it is felt that a child could have an underlying SEND need, then the 'Graduated Approach' to SEND support and intervention will always be used at HCA, consistent with the SEND Code of Practice (DfE, 2015). Through the 'Graduated Approach' to SEND support, a collective decision will be made on whether a child's presenting needs can be supported through the school's Core Offer (the strategies and approaches used to support all children), or whether something different or additional is needed which would indicate that a child requires further SEND support.

**Wave 1:** Initially, children receive inclusive quality first teaching for all, which may include the provision of differentiated classwork. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.

**Wave 2:** If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

**Wave 3:** If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support. At this point there would be considerations of SEN

If parents raise concern over their child, they should initially discuss these with the class teacher. If the class teacher shares these concerns following the wave 1 and wave 2 approach (as outlined above), then they will discuss these with the SENCo who may observe the child, provide advice, use assessment tools or consider referral to an outside professional.

### How will school support my child?

- Teachers carry out termly teacher assessment of all children using a range of sources including observations, class work and class-based assessment
- Pupil progress meetings/discussion are held termly from which we track and identify children who are not making expected progress.
- If teachers have concerns about pupil progress or attainment at HCA, parents will be contacted to discuss these concerns, so you can share your views and any additional support can be agreed.
- Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiation approaches and learning arrangements normally provided as part of the high quality, personalised teaching intended to overcome the barrier to their learning.

When providing support, we engage in a 4-stage process: Assess, Plan, Do, Review

- **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.
- **Plan** – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on an individual education plan and will form the basis for termly review meetings held as part of parent/teacher consultations.
- **Do** – providing the support – extra assistance for the learning or learning aids as set out in the plan.

- **Review** – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SENCo contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and TAs are held regularly and termly Pupil Progress meetings with Head/SENCo and class teacher.

This additional support, 'intervention' will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in classroom or withdrawal in a small group with learners with similar needs or on a 1:1 basis. These are usually run by a TA (Teaching Assistant). For some learning this may be access to a resource such as a writing slope, ICT equipment or tailored writing equipment.

The support provided and its impact in class will be monitored closely and shared regularly with the child and with their parents or carers. There are regular review meetings which can take the form of:

- Parents evenings
- Pupil progress meetings
- Meeting with class teacher and/or SENCo
- TACs (Team Around the Child) which outside agencies (OT, EP, SLT, Physio or Advisory Teachers) attend if appropriate
- Annual reviews of EHCP/Statement which outside agencies (OT, EP, SLT, Physio or Advisory Teachers) attend

While the majority of children with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC plan.

### How will the curriculum be matched to my child's/young person's needs?

At Holm Cultram, we endeavour to ensure all children's needs are met through Quality First provision in the classroom, so they can access the curriculum. All children at Holm Cultram are the responsibility of their class teacher, who plans for and teaches all the children in their class. At times this involves differentiation and extra support, either through additional adults or additional materials and resources, to reduce or remove barriers to learning. Where necessary children are given extra support or additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

Class-based TAs work alongside the class teacher to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEN

Links are forged between classroom and intervention to ensure continuity, through verbal communication.

The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

## **What are the arrangements for consulting children with SEND about, and involving them in, their education?**

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

Children on the SEND register are aware of their additional termly targets and are encouraged to self-review against their targets. They are also asked about their views on their strengths and the areas in which they feel they would like to develop and the support they would like to receive.

Children with Statements of SEND or EHCPs are also asked more formally about their views about their learning, their targets and the support and interventions they are given by their teaching assistant for their annual review.

## ***How is the support monitored as to its effectiveness?***

The interventions used will be those that are proven to make a difference for most learners. A base line assessment will take place at the beginning of the intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. The termly reviews will involve children and their parents or carers, as well as class teacher and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents' consent. This might involve: Speech & language therapy services, Occupational therapist, physiotherapist, CAMHS (Child and Adolescent Mental Health Services), advisory support teacher, Educational Physiologist or health services such as a Paediatrician.

Where a child has an EHCP, there will be an annual review held in addition to the termly review meetings, considering the views of the child, their parents or carers and other professionals involved with the child.

## **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

We offer:

- Termly Parents Evening meetings with the class teacher
- 'Open-door' policy with class teacher/SENCo
- Relevant information about how parents can support their child at home
- Annual reports to parents
- We hold multi-agency meetings as required
- Progress is reviewed termly with pupils, parents and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings
- Children with complex needs may have an Education Healthcare Plan (EHP). These are formally reviewed annually.

## **What support will there be for my child's/young person's overall wellbeing?**

- Holm Cultram puts great emphasis on the emotional happiness and well-being of our pupils.
- Personal Social Health Citizenship Education (PSHCE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Assemblies and RE also provide daily opportunities for pupils' reflection and discussion.
- For children who may be having difficulties, we are able to offer various support and interventions, including 1:1 mentoring support, nurturing time and/ or group support as appropriate. We have a member of staff who is training as an Emotionally Literate Support Assistant (ELSA.) She will be able to offer support to children with a range of emotional issues and is also trained to deal with areas such as bereavement.
- Relationships between school staff and pupils are very strong at HCA and the children know the range of adults they can turn to should they need support.

## **What specialist services and expertise are available at or accessed by the school?**

We have a collaborative approach to the support of children and work with a number of different agencies. We have access to Speech and Language Therapy; Occupational Therapy; Educational Psychology Services; Children and Adolescent Mental Health Service; and Specialist Teachers for Autism, SEMH, Early Years, Phys/Med and visual/hearing impairment.) Our school nurse service is available to see staff, children and parents to offer support and advice.

Where appropriate we have Team Around Child (TAC) meetings so all the agencies as well as the child's parents can meet to discuss concerns and to coordinate support.

## **What training have the staff supporting children with SEND had? Are any being trained currently?**

The SENCo has had specific training in a wide range of SEN and also attends area cluster meetings.

All new staff at Holm Cultram are inducted by the SENCo.

Teaching and support staff are given specific training on 'SEN' as required.

The Governor with specific responsibility for SEN has completed the SEN Governor training.

## **How will my child be included in activities outside this classroom including school trips?**

We strive to ensure that all children are included in school trips and activities and full risk assessments are carried out before any visits. Breakfast club and after school clubs are available to all children.

## **How accessible is the school environment?**

Our school environment is accessible as it is on a single floor with no upstairs. We have an inclusive toilet. We endeavour to remove any barriers to learning to enable pupils with 'SEND' to fully access the school and curriculum.

We are able to provide workstations for individual pupils where necessary, as well as writing slopes, writing equipment and other resources.

Children with SEND are often encouraged to extend their use of computing to facilitate their learning.

We try to ensure that equipment used is accessible to all children regardless of their needs.

After-school provision and extra-curricular activities are accessible to all children, including those with SEND.

Exam access arrangements are sought where needed.

Please see our accessibility plan.

### **What are the school's arrangements for supporting children with SEND in transferring between phases of education?**

If your child is joining our school, we are happy to meet parents of children with 'SEND' to discuss the transition into Holm Cultram Abbey School. Where a child is transferring from another school, a nursery or a specialist unit, we will liaise closely with them and arrange to visit them where possible prior to your child joining us.

Home visits are arranged for all pupils joining HCA in EYFS.

If your child is moving to another school or is in Year 6, the school will arrange to meet with the SENCo, or where that is not possible, speak to the school on the telephone. Relevant records will be passed on.

When moving classes in school, all children take part in a class swap and any vulnerable children will be provided with a transition book to help prepare them for their next class.

### **How is the decision made about what type and how much support my child will receive?**

To meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleagues to support the child's academic and social progress.

The school has a notional SEND budget that it uses to support children with SEN. Primarily, schools are expected to use this money to meet the needs of pupils with high-incidence SEN and to contribute to the cost of provision for high needs pupils.

At HCA we invest heavily in staffing and training for staff, as these are the most valuable resources we have to support our children. Where necessary, we also supply equipment to support children who need it. For example, in 2022, we bought bands for chairs as these are proven to support children who find it difficult to concentrate and stay still during lessons. We have also used it to buy sensory equipment to help calm children down when they become anxious.

### **What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the school's complaints procedure. Advice can also be sought from SENDIAS.

[Cumbria SEND Information Advice Support Service \(SENDIAS\)](#)

Allerdale Contact is Susan Eastwood 07824 408922

How are parents involved in the school? How can I be involved?

- We have a range of parents and members of the Parish who come into school to support children with reading and other activities
- We have an active 'Friends' group who raise money to support the school.
- Our governing board contains parents who support the decision-making processes in the school to ensure children get the best possible education. If this is an area of interest, speak to the headteacher or the Chair of Governors.