

Upperby Primary School

SEND Policy



School Details

Head teacher:	Mrs P Burns
Chair of Governors:	Mr W Atkinson
Policy Date:	September 2023
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	September 2024

Compliance

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, documents, information and policies:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Accessibility Plan
- Safeguarding Policy
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEND information on the school website (SEND Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- Safeguarding Policy
- Supporting Medical Conditions Policy

SECTION 1 – Introductions

This policy was created by the school's SENDCO in liaison with the SEND Governor, the Senior Leadership Team, all staff and parents of pupils with SEND.

Name of SENDCo – Mrs J Chandler

National Award for SEN Coordination (NASCO) Status – Achieved November 2016.

Contact details of SENDCo – 01228 815460

Email details of SENDCo – deputyhead@upperbycdc.org.uk

The SENDCo will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, due to teaching / meeting commitments. Please expect any responses to be made during working hours and in term time. The SENDCo at Upperby Primary School is a member of our Senior Leadership Team (SLT).

The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher, Mrs Hodgkins, advocates and works closely with the Mrs Burns (SENDCo) to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governor with responsibility for SEND – Mrs A Moxon.

SECTION 2 – Aims and objectives of Upperby Primary School in relation to SEN provision

At Upperby Primary School we aim:

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the SEND Code of Practice (January 2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision;
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

At Upperby Primary School we will fulfil our aim through the following objectives:

- To identify and provide for children and young people who have special educational needs, disability and additional needs;
- To work within the guidance provided by the SEND Code of Practice (January 2015);
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs;
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with teachers, support staff and other key individuals or services;
- To provide support and advice for all staff working with special educational needs pupils.

SECTION 3: Identifying Special Educational Needs and Disabilities

How Pupils with SEND are identified within Upperby Primary School:

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer** which was produced in consultation with parents, in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. Our local offer can be found on our school website under the Key Information tab / SEND.

Further information about the Local Offer can be found on the Cumbria Family Information Directory.

- We recognise the definition of SEND as stated in the Code of Practice: **"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age"**. (p83)
- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEND Support'.

- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEND Code of Practice (p86) are **‘Communication and Interaction’, ‘Cognition and Learning’, ‘Social, Emotional and Mental Health Difficulties’ and ‘Sensory and/or Physical needs’** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school’s provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers’ standards (2012), teachers are guided and supported in this by the SENDCo and information is shared appropriately and frequently.
- Although the SENDCo has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCo works closely with the school assessment coordinator to interrogate the school tracking data and ASP online data.
- At Upperby Primary School we also use a number of indicators to identify pupils’ special educational needs. Such as:
 - Close analysis of data including: termly and yearly assessments, reading ages, HWI phonic scores and annual pupil assessments
 - Pupil progress meetings
 - Any teacher or support staff concerns
 - Following up parental concerns
 - Tracking individual pupil progress over time
 - Liaison with feeder schools on transfer
 - Information from previous schools
 - Information from other services
 - Very close liaison at the outset with staff and the SEND team and parents

What is not SEN but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC (Looked After Child)
- Being a child/young person of servicemen / women
- EAL (English as an additional language)
- Safeguarding concerns

SECTION 4: The Graduated Approach

How Upperby Primary School teaches pupils with special educational needs:

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEND;
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place;
- The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports

the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review);

- Parents/carers have the opportunity to meet with their child's class teachers three times a year to review and write **Support Plans** together. A Support Plan sets targets and looks at provision that can be put in place to support your child using the Graduated Approach as a basis.



ASSESS:- In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Formal assessment is carried out termly in our school.

PLAN: - We recognise that we must formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCo agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. Discussions may take place during parents' evening prior to intervention, at the beginning or end of the school year, or simply through an appointment made with parents / teacher / SENDCo.

DO: - The School's SENDCo(s) supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this. The teacher works closely with teaching assistants, or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCo's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCo will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENDCo attending meetings offsite to support the transition process.

How Upperby Primary School adapts the curriculum and the learning environment for pupils with special educational needs

- The Equality Act 2010 and the SEND and Disability Act 2001, place a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed Equality and Inclusion Policy / Plan and Accessibility Plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning.
- The school increases and promotes access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. Pupils with social, emotional and communication difficulties benefit from sessions with our pastoral worker, school councillor (if appropriate) and also pastoral lunch club (which is restricted at the current time due to the pandemic).
- The school continually strives to improve the physical environment of the school. It works closely with specialist agencies to ensure that, wherever possible, the environment is adapted to meet the physical needs of all pupils.
- The school strives to improve the delivery of information to pupils with SEND and their families. This includes handouts, timetables, textbooks and information about school events.

SECTION 5: Managing pupils needs on the SEND register through the Graduated Approach and exit criteria

How Upperby manages the needs of pupils who qualify for SEND support:

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published and can be seen on the School's website and the Cumbria Family Services directory;
- Where a pupil continues to make less than expected progress despite evidence-based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk);
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Upperby include, for example, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services to name a few;
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and, where relevant, may decide in consultation with Cumbria's Threshold Guidance that an EHA (Early Help Assessment) is appropriate;
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting further support from the Local Authority – this may take the form of a request for an Education, Health and Care needs assessment (EHC). In applying for this the school presents evidence of the action taken as part of SEND Support. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the Local Authority issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All children and young people are monitored regularly both as part of the whole school monitoring

process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

SECTION 6: Supporting pupils and families through the Graduated Approach to SEND.

How Upperby Primary School works with parents and carers in planning for provision and reviewing progress, and how we support them in accessing information:

- At Upperby we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.
- In creating the School's Local offer parental consultation was crucial and parents views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open-door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as, parent's nights, questionnaires and curriculum meetings.
- Where a pupil is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

How Upperby enables pupils with SEND participate in all activities together with pupils who do not have SEND:

- At Upperby Primary School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENDCo monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

What support Upperby offers for improving the emotional, mental and social development of pupils with special educational needs:

Upperby recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways.

These may include:

- becoming withdrawn or isolated;
- displaying challenging, disruptive or disturbing behaviour These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

At Upperby we have clear processes to support children and young people and this is linked to the school's behaviour and discipline policies together with Safeguarding policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Pastoral Support in school
- Working closely with other Outreach Providers to access specialist support (e.g. counsellor).
- Working alongside the Social Inclusion Team.

How Upperby works in collaboration in a person-centred way:

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Information Report is published on our website and available as a printed copy at our main reception and is updated regularly.

We guide parents towards the Local Authority Offer for information about wider services which can be found across Cumbria. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements

SECTION 7: Supporting our children/young people with medical needs

At Upperby Primary School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

Upperby Primary School supports pupils with medical conditions in the following ways:

- Working closely with parents/the school nurse/the community paediatricians and other specialist staff in terms of care plans and Educational Health care Plans.
- Training for all teachers and teaching assistants so that they can meet pupils' needs more effectively.
- Attending and contributing to Team around the Child/Team around the family meetings.
- Working closely with feeder schools to ensure smooth transition for pupils with medical needs.
- Purchasing Specialist Equipment upon the advice of medical specialists.

SECTION 8: Monitoring and evaluation of SEND

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Upperby Primary School is **Mr Andy Lomax**. He can be contacted via the head teacher, SENDCo or Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- Being familiar with key legislation and policy;
- Fostering communication between parents/carers of children with SEND and the school;
- Meeting regularly with the SENDCo and visiting classrooms;
- Ensuring they have an understanding of the role of the SENDCo and how pupils are supported;
- Developing an awareness of the types of SEND present within the school cohort;
- Reporting regularly to the Governing Body;
- Understanding how funding received for SEND is allocated by the school;
- Attending training in relation to SEND;
- Assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and objectives of this policy'. The SEND Governor will also liaise with the SENDCo in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENDCo and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages for example
- An analysis of external tests including SATs.
- The school's tracking systems and teacher assessments
- Evidence generated from Support Plans and Annual Review meetings.
- ASP online
- Reports provided by outside agencies including Ofsted.

SECTION 9: Resources and training

Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEND budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment coming from the SENDCo.

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENDCo that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access these training sessions, either through in-house staff training or through specialist CPD courses. The school's SENDCo regularly attends the local cluster SENDCo meetings and county briefings in order to keep up to date with issues in SEND as well as accessing support and sharing of good practice with other SENDCos and schools.

SECTION 10: Roles and responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENDCo will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Upperby Primary School, these include;

- The SEND Governor is Mr Andy Lomax. He meets with the SENDCO regularly and monitors the progress of pupils/students with SEND.
- The school employs numerous support staff who carry out a range of roles across the school such as interventions, boosters, class support, tailored support and are line managed by the Senior Leadership Team. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is **Mrs J Chandler**.
- The member of staff responsible for Looked after Children is **Mrs J Chandler**.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is **Mrs P Burns**.

SECTION 11: Monitoring and Reviewing the Policy

This policy is part of our yearly review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working.

SECTION 12: Dealing with complaints

How Upperby Primary School handles complaints from parents / carers of pupils with SEND about SEND provision:

Any complaints should first be raised with the SENDCo (Mrs Burns) then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND (any of the following may apply):

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently SENDIASS).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENDCo
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the pupil has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.
- Any SEND complaints will come through the designated 'complaints' email.

SECTION 14: Other policies relating to SEND.

- The Equality and Inclusion Policy / Plan
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEND information on the school website (SEND Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- Child Protection Policy
- Attendance Policy
- Managing Allegations Policy
- Complaint Policy
- Supporting Medical Conditions Policy
- Mental Health Policy