

*Caring, Loving and Learning Together*

# Montreal CE Primary School



Ennerdale Road, Cleator Moor, Cumbria, CA25 5LW

## Special Educational Needs Policy

**Date: September 2025**

**Review Date: September 2026**

Persons responsible for drawing up this policy:

SENDCo: Sam Little

Head Teacher: Lisa Wilson

## **SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY**

This policy complies with the statutory requirements laid out in the SEND Code of practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (January 2015)
- School SEN Information Report Regulations (2014)
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy has been created by the school's SENCO: Sam Little, liaising with the Head Teacher: Lisa Wilson and the SEND Governor: Stacey Kelly

### **Definitions**

The Code of Practice (January 2015) p15 states;

- A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.
- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution

### **Four Broad Areas of Need**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. We consider the needs of the whole child- not just their special educational need.

### **Introduction**

*We are Montreal Caring, Loving and Learning Together.*

At Montreal, each child is valued and given equal opportunities to reach their maximum potential. Children's success, achievements and welfare is at the heart of all we do. Staff work hard to create a happy school environment where children are safe and to provide educational experiences of the highest standards and quality.

Children may have SEND throughout, or at any time during their school journey. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

Montreal Church of England Primary School aims to provide a relevant, broad and balanced curriculum for all our children, which is differentiated to meet individual needs and abilities. All children are valued and are given

opportunities to make the best possible progress regardless of their special educational need while they are in our care.

**OSTED February 2025:**

**“The school accurately identifies the additional needs of pupils with special education needs and/or disabilities (SEND). The school provides staff with comprehensive guidance and training to support these pupils effectively. Typically, staff use this information well to ensure that pupils with more complex needs can learn successfully alongside their peers.”**

### **Aims and objectives**

**At Montreal C of E Primary we will:**

- Assess children regularly so that those with SEND are identified as early as possible.
- Ensure children who may need additional or different support, to that normally found within the classroom get the support they need to access our broad and balanced curriculum.
- Create an inclusive environment that meets the needs of each child, in which all children are valued and have respect for one another.
- Ensure all children have equal access to a broad and rich curriculum through academic, social and practical experiences.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning. Build upon the strengths and achievements of the child so that pupils with SEND make the greatest progress possible from their starting points.
- Make clear the expectations of all partners in the process and provision of special needs.
- Ensure effective communications are sustained so that all persons involved including parents/carers are fully aware of the progress and involved in any decision making.
- Promote disability equality and equality of opportunity and we are fulfilling our duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how we will increase access to the curriculum and the physical environment for pupils with SEND.
  - Our admissions policy.
  - A SEN information report which will explain how we will implement our policy for pupils with SEND.
  - Supporting children with medical conditions

### **Educational Inclusion**

At our school we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Are unique and learn at different paces.
- Require a range of different teaching strategies and experiences.

This policy ensures that teaching arrangements are inclusive. Our aim is that where possible, children will have their needs met in class through high quality teaching, appropriate adaptations, and additional short term interventions such as 1-1 phonics when required. When a child has been identified as experiencing some difficulty with their learning, behaviour or socially and/ or emotionally, the class teacher will discuss this with the SENDCO and identify what the barriers to learning appear to be. This is likely to result in putting some extra support in place, creating targets on a Graduated Approach Plan (GAP). If a GAP has been in place and followed the Assess Plan Do Review cycle and progress is still not evident, a SEND Support Plan would then be created with input from the child and parents.

### **SEND support in schools**

6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take 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 is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

### **Statutory Assessment of Needs – Educational Health Care Plan (EHCP)**

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the additional needs of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents/carers and consider requesting an EHC needs assessment.

The purpose of an EHCP is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan.

### **Reviewing of EHC**

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a reassessment of a pupil whenever they feel it is necessary.

### **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. The Governing Body, Head Teacher, SENCO and all members of staff at Montreal have important responsibilities.

#### **Governing Body:**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.

#### **Headteacher:**

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND. The headteacher will:

- Ensure that the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure that the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure that the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Ensure that the procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

### **SENCo:**

In collaboration with the Headteacher and Governing Body, the SENCO determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carers of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

### ***All Teaching and Non-Teaching Staff:***

- All staff are aware of the school's SEND policy and SEND Information report and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing quality first teaching, differentiated for individual pupils. This includes reviewing and where necessary, improving their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response (assess, plan, do, review).

### ***Parents or carers***

Parents/carers should inform the school if they have any concerns about their child's progress or development.

Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil and how they will support at home.
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil

### **English as an Additional Language (EAL)**

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

### **Early years pupils with SEND**

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the Early Years Foundation Stage (EYFS) framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Provide information for parents on how it supports children with SEND.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

### **Managing complaints**

The school publishes the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Signed ..... (Head Teacher)

Signed ..... (SEND Governor)

Date: September 2025

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