

*Caring, Loving and Learning Together*

# Montreal C of E Primary School



Ennerdale Road, Cleator Moor, Cumbria, CA25 5LW

## Special Educational Needs Policy

**Date: September 2023**

**Review Date: September 2024**

This policy should be read in conjunction with the Safeguarding and Child Protection Policy and the Attendance Policy.

Approved by the Governing Body

## **SPECIAL EDUCATIONAL NEEDS and or 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)

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

### **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.'*

In line with our school ethos; each child is valued and given equal opportunities to reach their maximum potential. Children's success, achievement and welfare is at the heart of all we do in school. All staff work hard to create a happy school environment where children are safe and to provide educational experiences of the highest standards and quality. This policy ensures that quality first teaching is at the forefront in all classrooms and teaching arrangements are fully inclusive.

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 and/or Disability while they are in our care.

**OSTED July 2019: 'Pupils with special educational needs and/or disabilities (SEND) make strong progress.'**

## **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.
- The SENCo will work with all staff to ensure children who may need additional or different support, to that normally found within the classroom, are identified as soon as possible.
- Create an inclusive environment that meets the special 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, rich and differentiated curriculum through academic, social and practical experiences.
- 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.
- Encourage each child to be fully involved in their learning.
- 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.

### **Educational Inclusion**

At this school we respect the fact that children:

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

## **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 have important responsibilities.

### **Governing Body:**

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

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- prepare a SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

### **Headteacher:**

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

### **SENCo:**

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

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

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

- All staff are aware of the school's SEND policy 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 SENCO 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 SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response (assess, plan, do, review).

### **How does the school identify if children need extra support?**

If a child already has an identified SEND before they start at Montreal C of E Primary School, we will first invite you to visit the school with your child to have a look around and speak to staff. If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts school.

The class teacher is responsible for all of the children in their class and monitoring their progress. The identification of a SEND may arise from assessments, the class teacher will continually assess the children's learning and at the end of each term formal assessments will be carried out. Results of the assessments will be analysed by class teachers and the information gathered will be used to monitor the child's progress.

If the class teacher thinks that your child has a gap in their learning or a Special Education Need, this may be because they are not making the same progress as their peers or meeting age related expectations. Class teachers have meetings every term with the Head Teacher and or SENCO in the school to ensure all children are making good progress from their starting point. If your child is then identified as not making good progress, the school will decide whether to monitor carefully or set up an intervention group and will inform you. If your child is still not making expected progress the school will discuss with you:

- Any concerns you may have
- Any further interventions we feel may be relevant
- The need to put extra support in place, creating targets on a SEND Support Plan
- How school and home can work together to support your child.
- Referrals to external agencies for additional advice on supporting your child's learning

### **How will we support your child?**

#### **Teachers respond to children's needs by**

- Providing support in all curriculum areas.
- Planning to develop children's understanding through the use of all senses and experiences.
- Planning for children's full participation in learning including physical and practical activities.
- Planning for children to manage their behaviour, enabling them to participate effectively and safely in learning.

Staff will make daily provision accessible to all children, including those with SEND and arrange extra support where necessary. This could be things like 1 to 1 or small group work on specific aspects of learning, additional support within the class, adapting resources, differentiation of task and reinforcement activities set as a homework.

Where a pupil is identified as having SEND, we will begin removing barriers to learning by putting effective special educational provision in place. This SEND support will take the form of a four-part cycle; Assess, Plan, Do and Review. For pupils with low level needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs, additional meeting dates will be set at least 3 times per year to review the child's targets.

Targets will be set out in a SEND Support plan. This contains a small number of specific targets, ideally three or four, designed to enable the child to progress. The targets on the SEND Support plans are SMART, this means:

**Specific** and clear

**Measurable**, so it is obvious whether or not it has been achieved

**Achievable**, if set correctly all targets should be achieved

**Relevant** to the strategies and actions identified and teaching undertaken

**Time** limited to the time scale of the Individual educational plan

All SEND Support plans will include children's and parents' contributions. They will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness (currently three times per year). All review outcomes will be recorded. Parents and children will be invited to take part in the review and target-setting process.

The types of support usually available with SEND Support include:

- Additional support from the class teacher, teaching assistants or our learning mentor to teach the targets identified in the child's SEND support plan in class, a small group or individually.
- Specific social and/or emotional skills or behaviour programmes to remove barriers to learning.

Should the Special Educational Needs Co-ordinator (SENCO) require further advice, with permission from parents/carers, she will contact the Special Educational Needs and Disabilities (SEND) Team, Specialist Teaching Services, Educational Psychologists or a range of health professionals; dependent on the child's needs. The SENCO then becomes the lead person for working with outside services and keeping you, and everybody in the team around your child, informed of key events and information. The SENCO will consult with parents/carers, children, teachers and support staff about the SEND support required, to ensure all interested parties are aware of the learning targets and how they can contribute.

### **Statutory Assessment of Needs (EHCP)**

If we have evidence that a child is making insufficient progress despite SEND support, the SENCO may seek further advice from external specialists through Early Help. The evidence gathered through the regular review of SEND Support will help the Local Authority (LA) in determining when this statutory assessment of needs is required for an Education, Health and Care Plan (EHCP) parents/carers will be fully involved in the process.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Montreal C of E Primary School will hold annual review meetings on the behalf of Cumbria LA and complete the appropriate paperwork with parents for this process.

### **How will the curriculum be adapted to my child's needs?**

Class Teachers plan lessons according to the specific needs of all groups of children in their class. They will ensure that learning tasks are adjusted so that your child can access their learning as independently as possible at their level.

Children can be provided with additional resources or support so that every child is able to learn at their own pace, this is known as differentiation and will enable your child to access a broad, balanced and relevant curriculum. If your child is not making the expected progress and has specific gaps in their understanding then, he/she may work within a smaller group of children or one to one with a teacher or teaching assistant; this may happen within the classroom or in an-other room or area. The type and amount of support your child will receive will depend on their individual need, any special provision will be discussed with you.

### **What support will there be for my child's overall well-being?**

Montreal C of E Primary School is an inclusive school where we give every pupil equal opportunity to achieve their maximum potential. All our staff passionately believe that all children should feel valued and have a high sense of

self-worth, as this is crucial to their emotional well-being and academic progress. Staff work hard as a team to provide our 'Caring, Loving and Learning Together' environment where the children feel happy and safe.

Trained first aiders and paediatric first aiders are available in school (please see the school's health and safety policy for more information about this). If your child requires medication to be administered in school then you are asked to provide details of this and complete appropriate documentation. If a pupil has a specific medical need then an Individual Health Care Plan (IHCP) may be written with the class teacher, SENCo or health care professionals if they are involved.

Montreal C of E Primary School encourages a positive behaviour approach for all children (please refer to the whole school Relationships and Behaviour Policy for more information about this). Additional behaviour management plans, risk assessments or handling plans may be used where needed, to support individual children who are experiencing particular difficulties.

Mrs Bell is our Education Welfare Officer who works alongside class teachers to support our children and families. We have a range of intervention to offer to support Social and emotional needs such as

Emotional Literacy Support (ELSA), Lego Therapy, Drawing and Talking. We also teach KidSafe to all pupils starting from Reception class, this is reinforced in all situations.

#### **How will you know if this has had an impact?**

Your child's progress is continually monitored by his/her class teacher. We have formal assessments and teacher assessments throughout the year to keep a track on progress. We encourage parents and others involved with the child to be involved in reviewing your child's targets in their SEND Support Plans and ensuring that they are being met. Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.

#### **Staff Qualifications**

Members of teaching and non-teaching staff have been trained to support children with special educational needs and have expertise in First Aid, Lifting and Handling, Physical handling – Team Teach, Safeguarding, Behaviour Management, Autism; all staff are at least level 1 trained with some staff having complete Level 2, Reading Intervention, ELSA, Read Write Inc Phonics Scheme including delivering the scheme 1-1, Lego Therapy, Drawing and Talking, Talk Boost, NELI, Early Help, Mental Health First Aid.

Training and support for staff is based on the needs of the pupils within our school at the time. Staff receive more individualised training if they are supporting a pupil with a specific need. Medical training to support children with medical care plans is organised as required.

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

Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. When necessary the risk assessment would include a meeting with parents as well as taking account of any medical advice. Destination of school trips will be taken into account when assessing the needs of all children. On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. After school clubs are available to all pupils. Should any child need support to access these activities, school will make the necessary arrangements where possible.

#### **How accessible is the school both indoors and outdoors?**

The school is accessible by wheel chair, and we have disabled toilet facilities. The governors of the school would consider other reasonable adaptations (visual, auditory and structural) to meet the needs of pupils where necessary.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school budget received from the Local Authority includes funding for supporting pupils with SEND. The Head Teacher decides on the budget for SEND in consultation with school governors and finance based on the needs of pupils in the school. The school will use its SEND funding in the most appropriate way to support the children's needs for that academic year.

If there is an Education and Health Care Plan in place, this may set out the expectations for what strategies and provision should be put into place. SEND funding may also be used to purchase specialist equipment or support from other specialist support services. The Governing body is kept informed of funding decisions through a meeting and report from the SENCo and the SEND Governor.

### **Complaints procedures**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise them on the formal procedures for complaint.

### **Contact Details:**

Telephone: 01946 811347

Email:office@montreal.cumbria.sch.uk

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If there continues to be disagreement with regard to SEND provision you should make arrangements with the Local Authority, that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

### **Staffing and Partnership**

The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. Particular support is given to Early Carer Teachers (ECT) and new members of staff by the as part of their induction.

The SENCO, in consultation with the Headteacher, will provide training through the INSET programme to ensure all staff are fully informed of relevant SEND issues and procedures within school.

### **Partnership with Parents**

At Montreal C of E Primary School we are proud to work closely with families and build relationships to ensure the right support is on place. If you think your child has a SEND you can discuss with your child's class teacher, teachers work closely with parents throughout their child's education. Additionally, a meeting can be arranged with the SENCO.



Parent's evenings take place at least twice a year and there is also an opportunity to discuss your child's end of year report. Parents are given information about whether their child is achieving at a rate that is similar to their peers.

School will keep open communications throughout the year in a range of ways, which may include:

- Additional meetings as required
- Reports
- Tapestry
- Parent Mail
- Letters on the website

The progress of children with an Education Health Care Plan (EHCP) is formally reviewed at an 'Annual Review' with all services involved with the child.

You can also request a volunteer to support you; they are called Independent Parental Supporters (IPS) or if your request for support is specifically about the new Education, Health Care Plans, you will be matched with an Independent Supporter (IS)

### **SEND Information, Advice and Support Service (Cumberland)**

Copeland and Carlisle West

Bev Marris

Tel: 07788 360 336

bev.marris@cumberland.gov.uk

### **Links with other schools**

The SENCO liaises with the SENCO's of local Nurseries, Whitehaven Secondary School, West Lakes Academy and St Benedict's Secondary School to ensure that effective arrangements are in place to support children at the times of transfer or any other school a child may transfer to. When child has an Education, Health Care Plan (EHCP) in place and are due to begin secondary school, the secondary school SENCO is invited to the transition review in Year 6 (Autumn Term) and any subsequent transition issues are planned from this meeting.

### **How will we support children in their transition into our school and when they leave us?**

Children entering Montreal Church of England Primary School in Reception will have had an opportunity to visit the school in the summer term, prior to them starting in the September. Home visits will also be carried out at the end of the summer term; this helps school staff to get to know the child in a familiar environment where the children are more relaxed. Information will be gathered regarding any SEND from parents/carers and previous settings, any necessary support to be considered. Additional visits to school are encouraged for those children who may find the transition difficult between home and school. Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place.

When children leave Montreal C of E Primary School to transition to secondary school, the secondary school SENCO is invited to the transition review. There would also be enhanced transition support provided for children who would require additional sessions.

All teaching staff complete pupil progress forms which inform transition between year groups. They also meet to discuss SEND in the class and share relevant information. If a child needs it, then extra visits to their new class will be arranged. Booklets for children moving classes or that are starting our school can be provided to familiarise them with their new setting and staff.

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

The school works in partnership with outside agencies to support children with Special Educational Needs, for example;

- Health visitor (up until the age of 5) Physio Therapist, Occupational Therapist, Community Paediatrician & Speech and Language Therapy services
- Educational Psychologist & Behaviour Emotional Wellbeing Officer (BEWO)
- Specialist Advisory Teachers for Autism; Communication and Interaction, Speech, Language and Communication Difficulties, Physical and Medical Difficulties and more.
- Social Services
- Police

*The S.E.N.Co is able to support parents in directing their enquiries to these services if that is deemed necessary. Cumbria County Council (Children's Services) directory can be found on [www.cumbria.gov.uk](http://www.cumbria.gov.uk)*

### **Who can I contact for further information?**

General information can be found on our schools' website

#### **Other useful resources**

- Local Authority's Local Offer

[SEND Local Offer | Cumbria's Family Information Directory](#)

#### **NHS**

<https://www.cntw.nhs.uk/services/north-cumbria-community-children-and-young-peoples-services/>

#### **CAHMS**

<https://www.cntw.nhs.uk/services/child-and-adolescent-mental-health-service-west/>

#### **Children's Learning Disabilities Team**

<https://www.cntw.nhs.uk/services/learning-disability-and-autism-services/childrens-learning-disability-and-autism-teams-in-the-trust/>

#### **Speech and Language Therapy**

<https://www.ncic.nhs.uk/services/childrens-speech-and-language-therapy>

#### **Success Criteria**

The success of this policy is judged against the aims set out above. The policy is to be reviewed annually.

Additionally, the school will set specific targets against which progress can be measured on an annual basis as included in the school development plan when deemed appropriate.

This policy has been agreed by staff and governors;

Signed (Head Teacher)

Signed (SEND Governor)

Date: September 2023

Review Date: September 2024