



Old Hutton

C of E Primary School

Learning for life

Learning for Life 'in all its fullness' (John 10:10)

Special Educational Needs and Disability (SEND) Policy

Approved by	
Name:	Governing Body
Position:	Governing Body
Signed:	<i>Governing Body</i>
Date:	March 2025
Review date:	September 2025

Key Staff

SENCo (Special Educational Needs Co-ordinator): Charlotte Harrison

SEND Governor: Nicola Hills

Head teacher & 'Responsible Person' for SEND: Nick Turley

Policy, School and Local Offers of SEND Provision

This Policy sets out Old Hutton CE Primary School's agreed approach to Special Educational Needs. Our 'School Offer', which details our offer of provision for pupils with SEND, can be found on the school website

www.OLDHUTTONSCHOOL.ORG.UK or from the school office.

Cumbria Local Authority's 'Local Offer' – the wider offer of provision from the county, which supports that offered by our school, can be found via a link on our website and directly at:

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

Introduction

At Old Hutton CE Primary School, we are committed to meeting the special educational needs of all our pupils and to ensuring that every child achieves the best possible outcomes. Within the Christian environment of our Church of England school, it is our aim - in partnership with parents, the staff and governors - for our children to be happy, secure and prepared for life. Every teacher is a teacher of every child, including those with SEND.

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

- Cumbria SEND Handbook (updated September 2020)
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Equality Act 2010: advice for schools DfE (Feb 2013)

Aims and objectives

We value all the children in our school equally and we recognise the right for each child to receive the best possible education. Within a caring, nurturing and mutually supportive environment, we aim to:

- Build upon and celebrate the strengths and achievements of every child
- Create an inclusive culture in which all individuals can flourish, are valued and have respect for one another
- Give equal access to school life through academic, social and practical opportunities, which will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment
- Ensure that effective channels of communication are established and maintained so that parents/carers (and all involved in educating and supporting the child) are aware of their child's progress and of any special educational provision made for them
- Assess children regularly so that those with SEND are identified as early as possible
- Enable pupils with SEND to make the greatest progress possible and thrive
- Continuously develop our expertise in using inclusive teaching and learning strategies

Broad Areas of Need

The four broad areas of need give an overview of the range of SEND that may be planned for:

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

The purpose of identification is to support school with meeting your child's need(s) and identify actions that we can take to strengthen their learning experience, not to fit a pupil into a category. At Old Hutton CE Primary School, we recognise that pupils can often 'fit' into more than one category and may need additional support across a variety of, or all, of the broad areas of need.

We identify any SEN needs of pupils by considering not just the educational needs of the child, but the needs of the whole child. Their wellbeing and personal development is equally important and we approach both our identification process and assess, plan, do, review process (explained below) holistically.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Safeguarding needs
- Being in receipt of Pupil Premium due to receiving free school meals (or having received these at some point in the past)
- Being a Looked After/Adopted Child
- English as an Additional Language (EAL)

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision or being identified as a child with SEND.

Identification of Need

Our school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access SEN support. Teachers' ongoing assessment will provide information about curriculum areas and personal development where a child is not meeting age-related expectations and/or progress has deteriorated. These observations may be supported by formal assessments.

Teachers will then consult the SENCo about further actions to support the child and their needs: the child's learning characteristics; the learning environment; the task and the teaching style should always be considered. At this stage, your child may be added to our pre-monitoring list, which is a register we keep for initial observations and tracking purposes so that we can identify any barriers to learning and address these as soon as possible.

Progress for pupils will hopefully be achieved by focusing on adaptive teaching strategies, classroom organisation, teaching materials and some temporary interventions (where appropriate). Teachers are responsible for informing you that we are monitoring your child's progress.

If subsequent strategies and interventions do not lead to adequate progress then the teacher will consult the SENCo again to review the child's strengths and needs. This review may lead to the conclusion that the pupil is still making less than expected progress and so requires help that is additional to or different from that which is ordinarily available. This would constitute as special educational provision and the child would be registered on our SEN Register as receiving SEN Support. If we are considering adding your child to the SEN register, you will be invited into school for a consultation with the SENCo.

A Graduated Approach to SEN Support

Our school will use the graduated approach to SEN provision as advised in the Code of Practice 0-25 Years: 'Assess, Plan, Do, Review'. The process is initiated, facilitated and overseen by the SENCo, whilst the class teacher is responsible for carrying out the process. Parents/Carers' views are welcomed and encouraged at all four stages of the process.

- ASSESS:** Teachers will work alongside the SENCo to gather a collection of formative and summative assessments that create a holistic picture of the child including attendance, attainment, reading-age, observations, intervention records. Assessment may also include some diagnostic surveys or assessments given by an external specialist. Together, they will be used to inform school on 'where the pupil is at'.
- PLAN:** Teachers will use their assessments to inform next steps for the child. This may be a Pupil Passport or an IEP (Individual Education Plan). These will be used to ascertain aspirations and outcomes for the child in the short and long term. They will be used to inform school on 'what we want to achieve'.
- DO:** The strategies and interventions agreed in the Pupil Passport and/or IEP will be implemented and monitored by teaching staff and support staff. Progress may be measured through summative and formative assessments alongside observations. Unless new strategies or interventions are having a detrimental influence on the child's wellbeing, school will persevere with new actions for at least one term, allowing time for impact to take effect. This will tell us, as a school, 'what we are doing'.
- REVIEW:** The progress of the pupil will be reviewed either at the end of the specified period of intervention or termly. The review will form the basis of further assessment and planning. Review meetings with pupils and parents/carers will happen termly and Parent Voice and Pupil Voice will be sought so that we can collectively reflect on the impact that actions have had. Decisions about next steps and/or escalating the child's level of need will be confirmed in these meetings. This will inform school on 'what has been successful' and 'what we need to do next'.

Initially, we will work alongside your child to produce a Pupil Passport. This is an one-page profile that lists personal information that will help school (and other agencies e.g. a supply teacher) better understand them, strategies to help overcome barriers to learning for your child, interventions they participate in and bespoke targets to help encourage your child make progress in small, incremental steps. This document will be shared

and reviewed with parents/carers termly. We value Parent Voice and will ask for your contributions to the document; and will discuss progress against targets together.

If we feel that your child's SEN needs are more significant or they have escalated over time, we will also complete an IEP (Individual Education Plan). This document explains your child's strengths and needs, targets and progress more in-depth. Review meetings will also be more thorough. Within the IEP, we outline agreed strategies and interventions that we expect to take place at home. These are in place to help the child make better progress; and for consistency and continuity with actions we are implementing in school.

Your child's level of SEN need may fluctuate throughout their learning journey and the level of involvement from the SENCo and level of intervention (Pupil Passport or IEP) will reflect this. It is common for all children regardless of need to have variable stages of progress and development. Sometimes, during the review process, it may be agreed that your child no longer needs to be on the SEN register. If this is the case, they will be automatically added to our pre-monitoring list so that we can continue to observe their progress closely. Parents/Carers will be consulted if their child is removed from any of our registers.

External Assessment of SEN

If the school is unable to meet your child's SEN needs from our existing resources, finance and staffing expertise; or the outcomes for the child are not improving despite SEN Support, then the school (via the SENCo) may request professional advice from external agencies (using the LA's Assessment Process). This is our way of increasing the level of support we believe is needed through the graduated approach. The School will then incorporate the given guidance from the LA's selected professional (e.g. Educational Psychologist or Specialist Teacher) into our 'assess, plan, do, review'. In addition to a Pupil Passport and/or IEPs, we may also decide that your child requires additional documents to support the provision we are putting in place for them. These may include:

- Behaviour Management Plan
- Fatigue Management Plan
- Emergency Evacuation Plan
- Risk Assessments for off-site activities
- Bespoke Timetables
- Medical Plan (if you child has a disability or specific health need)

Where external agencies are involved, the SENCo will be responsible for liaising with those agencies; and where external specialists are involved directly with the pupil, parental consent will be sought first. The SENCo will also provide advice and guidance throughout the process, and, as explained above, teachers may carry out some additional assessments or diagnostic surveys. The SENCo will update records of provision and the impact of that provision. The teacher will maintain the pupil's IEPs and Pupil Passports and keep them updated. The SENCo is also available, alongside the teacher, to discuss your child's provision, when requested.

During the process, if an external specialist identifies a profound SEN within one or more of the four broad areas of need, they may suggest that the child requires specific provision, which may lead to an Education, Health and Care Plan (EHCP). The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and provision; and any action taken to address their needs, including any resources or special arrangements in place. This information may include:

- A report on the child's strengths and needs
- The child's Individual Education Plan (IEP)

- The child's Pupil Passport (one-page profile)
- Bespoke Timetables (including interventions)
- Behaviour Management Plan, Fatigue Management Plan and/or Emergency Evacuation Plan
- Pupil Voice
- Parent Voice
- Results from a Strengths and Difficulties Questionnaire
- Medical information where relevant (including a Medical Plan, if applicable)
- National Curriculum attainment, and wider learning profile (including any relevant summative assessment results and their reading-age)
- Results from diagnostic surveys and initial screening checks
- Characteristics of Learning Profile
- Reports from external agencies, including any educational and/or other assessments e.g Educational Psychologist, Speech and Language Therapist, Specialist Teacher)
- Evidence of work
- Specific resources (e.g. behaviour charts, now and next boards)
- A formal letter addressing the Local Authority's SEN Panel

If the Local Authority (LA) agrees to an EHCP application, it must assess the education, health and care needs of that child. Therefore, they may get in touch with Parents/Carers separately regarding the child's health and social care needs. This is an integral part of the process and should not deter from the application. The LA must seek information and advice on the child's needs to agree on the provision that must be put in place in order to meet those needs, and the outcomes expected to be achieved by the child. This information may be gathered from:

- Parents/carers **and/or** child/young person
- The school
- An educational psychologist
- Health professionals who work with your child
- Social care staff, if applicable
- Anyone else that parents/carers request
- Any other person the LA thinks appropriate e.g. a specialist teacher
- A suitably qualified person for the visually impaired or hearing impaired, if appropriate

From this information and evidence provided, it will then be decided whether or not an Education, Health and Care Plan (EHCP) is issued. Further information can be found on the LA website <http://www.cumbria.gov.uk/>

In addition to an EHCP (or alternately to), recommendations may be made to access external agencies which help with diagnostic assessments such as CAMHS (Children and Adolescent Mental Health Services), Speech and Language Therapy or Dyslexia Assessments. The issuing of an EHCP does not mean that your child will be diagnosed with a specific SEN need or learning disability. This is done separately by opening the SEN pathway with your local GP (who will often refer you to a paediatrician) or engaging in private diagnostic assessments. An EHCP, if issued, will only name a Primary Need, which will be one of the four broad areas of need, unless they have already been diagnosed with a specific learning disability. School will be happy to support parents/carers with any diagnostic pathways, including providing any evidence requested from the list above and/or completing any school questionnaires and/or reports provided.

Annual Review of the EHCP

EHCP's must be reviewed at least annually; and is in addition to termly IEP meetings between parents/carers and the class teacher. The SENCo initiates the process of inviting relevant people to the meeting. This will include the child, parents/carers and others close to the child who they and the parents/carers would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be child-centered, looking at:

- Progress towards agreed outcomes
- Successes that can be celebrated
- Strengths and Difficulties (and if they need amending)
- What is important to the child now
- What is important to the child in the future
- How best to support the child / recommendations for any changes to provision
- Questions to answer and any arising issues
- Agreement on maintaining or amending or ceasing the EHCP

Any amendments to the EHCP will be recorded and submitted to the LA by the SENCo, including a succinct record of the outcomes.

In Year 6, a Transition Review will take place instead of an Annual Review. The meeting will still refer to the above agenda, however the child's new SENCo (from their chosen Secondary School) will also attend and all Transition Reviews must take place before the end of January, therefore the date of your review meeting may shift. If a parent/carer or school feel that we are no longer meeting the child's needs an Early Annual Review can be requested to discuss necessary amendments to the child's provision and/or consult on options of a new placement.

Criteria for exiting Special Educational Provision

A child may no longer require an EHCP, when they:

- Make significant progress and achieve the outlined outcomes in their EHCP/ IEP well in advance
- Close the attainment gap between them and their peers
- Make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- Make progress in self-help, social and personal skills, such as they no longer require provision that is additional to or different from their peers

This would be determined at the review stage and the SENCo will consult parents/carers on contingency plans to ensure that their progress continues to be monitored.

Supporting Pupils and families

This policy, together with our School Offer and Cumbria LA's Local Offer of provision for pupils with SEND, form our school's SEN Information Report for families.

Our school is committed to working closely with parents/carers to develop closer working relationships. Parents/carers are invited to meet regularly with school staff to share any successes and concerns. Parents are also made aware of the Westmorland and Furness SEND Information, Advice and Support Service (SENDIASS), and are supported when engaging with outside agencies.

Parents/carers will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCo. They are encouraged to be involved with target setting for personalised plans (e.g Pupil Passports). Some home activities may be provided (e.g. in the IEP). Parents/carers and pupils are invited to meetings where targets are set and to review progress. Parents/carers of children with EHCP's will also be invited to a yearly review, along with relevant support service personnel connected to the child, with themselves invited also if deemed appropriate.

An Educational Welfare Officer visits school regularly to offer advice. If a teacher is concerned about the welfare of a child they should consult the Head teacher or the Designated Safeguarding Leader (DSL).

Depending on the special educational needs of the child, other agencies may also be involved, e.g. occupational therapist, speech and language therapist, physiotherapist etc. If the child needs access to therapy sessions from other agencies, and these need to take place within the school day, we will liaise with the specialist to arrange an appropriate time and place, where possible.

Admissions

Pupils with Special Educational Needs will be admitted to Old Hutton Primary School in line with the school's admission policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special education needs and/or a disability. In the case of a pupil joining the school from another school, we will seek to ascertain SEN records from their previous school as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning we will endeavor to collect all relevant information prior to the child starting school so that we can put provision in place and establish a smooth transition for the child. The school admissions policy is available from school or on the school website.

Medical Needs

Any medical issues are first discussed with the parent/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/ her doctor.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including that provided in outdoor settings, school trips and in Physical Education (PE). Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The school's Accessibility Statement is available on the school website or from the school office.

Roles and Responsibilities

The Governing Body:

- will ensure that there is a suitably qualified SENCo in post who has the time necessary to undertake the role

- will ensure that there is an identified governor responsible for SEND

The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The full governing body receives a report at every meeting to update current provision and progress on SEND issues
- The SEND policy is reviewed as part of the school's policy evaluation cycle and updated in the light of new SEND developments
- The School Offer, which explains how the school implements the special educational needs statutory requirements and what the school has in place and provides for pupils with special educational needs, is current and available via the school website

The Head teacher:

The Head teacher is the school's 'responsible person' for SEND. They keep the Governing Body informed about the special educational needs provision made by the school in the termly Head teacher's Report to the Governors. They will also work closely with the SENCO, the SEND Governor and staff to ensure the effective day-to-day implementation of this SEND policy. The head teacher and the SENCo will identify areas for development in SEN and contribute these to the School Development Plan; there is usually an Action Plan with a specific SEN/vulnerable pupils focus on our annual SDP.

The SENCo is responsible for:

- Co-ordinating and monitoring SEN provision for children across the school
- Liaising with and advising teachers and teaching/support assistants
- Maintaining the school's SEN register and overseeing records of all pupils with special educational needs
- Liaising with parents/carers of children with special educational needs
- Liaising with outside agencies and external specialists
- Consultation with the class teachers to ensure that Pupil Passports, IEPs, and other applicable documents for the child are completed and reviewed regularly
- Liaising with the SEND governor and head teacher on all matters relating to SEND

Class Teachers and Support Staff:

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. Both teaching staff and teaching assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum adaptation and assessment of pupils with SEND. They work together with the SENCo to write and review IEPs.

Training and Resources

Relevant SEND training and CPD for the SENCo, SEN Governor, head teacher, teachers and teaching assistants is provided both within school and through other professional development opportunities. External agencies may be invited to contribute to training in school.

In particular, the SENCo will keep abreast of current research and thinking on SEN matters, and will be supported to enhance their knowledge, skills and abilities through specialist courses or through the support of other professionals, e.g. attending a termly SENCo Forum. The SENCo will share knowledge or skills gained via.

regular SEND-focus staff meetings, whole school training days and/or consultation with individual members of staff, as required.

We aim to allocate resources appropriately to meet the needs of all children with Special Educational Needs. Most children will have their needs met from resources provided by the school. Part of our main school budget is allocated to this each year. Those children whose needs are met through an Education Health and Care Plan (EHCP) receive additional funding provided by the Local Authority and this is used to support the provision specified in the EHCP.

Further details of how current funding is spent are provided within our latest 'How we spend our additional funding' document, available from the school office. However, our annual SEN budget funding is usually shared between providing:

- Highly trained, skilled and experienced teachers and support staff to be deployed to best meet the needs of each individual child with SEND
- Further CPD training for staff
- Implementing Interventions
- Time identified for staff to review pupil progress, discuss pupil needs and prepare resources and reports that contribute to pupil progress
- Specific resources to support additional provision e.g. IT resources, assessment and teaching materials, specially modified equipment.

Complaints

The complaints procedure for Special Educational Needs mirrors the school's other complaints procedures (available via the school website or from the school office). Should a parent/carer have a concern about the special provision made for their child they should in the first instance discuss this informally with the class teacher. If the matter is not resolved satisfactorily, parents have recourse to the following:

- Discuss the problem with the SENCo
- Discuss the problem with the Head teacher
- Raise more serious and/or on-going concerns - presented in writing - to the SEN Governor, who will inform the Chair of the Governors, where a formal meeting will be arranged to discuss and hopefully set a plan in place to resolve the issue

Reviewing the policy

This policy will be **reviewed annually** as part of the school's policy evaluation cycle and updated in the light of any new SEND developments.

CH – Updated March 2025
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