



**ORTON CE SCHOOL**

# **Special Educational Needs & Disabilities (SEND) Policy & “Local Offer” 2023**

<b>Approved by<sup>1</sup> - Full Governors</b>	
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<b>Date:</b>	5 <sup>th</sup> December 2023
<b>Review date<sup>2</sup>:</b>	November 2026



Orton CE School is a  
*happy* place to *learn*, *grow* and *thrive*.

*Our school vision is to be an excellent place to learn*

- *Rooted in the Christian values of love, hope and forgiveness*
  - *Growing strong in a caring and safe environment*
  - *Thriving and flourishing to go out into the world.*



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## Orton C of E Primary School

### Special Educational Needs and Disability (SEND) Policy & “Local Offer” 2023



Orton Church of England Primary School has a strong Christian foundation and ethos which is the basis for everything we do and our relationships with each other. We believe in loving everyone whatever our differences and giving everyone a strong sense of hope for their lives and the future. We provide a safe space to make mistakes and we foster a culture of forgiving each other when mistakes are made.

Through these Christian values and working together we provide a community where everyone regardless of their background or beliefs has the opportunity to feel safe and have their individual needs met to grow strong and thrive.

Therefore, we are committed to offering an inclusive curriculum to ensure that all of our pupils make the best possible progress in all areas of their lives, whatever their needs or abilities.

#### **Key contacts**

Head Teacher      Mrs Emma Pomfret

SENDCo              Mrs Philippa Woodmass, [pwoodmass@orton.cumbria.sch.uk](mailto:pwoodmass@orton.cumbria.sch.uk)

SEND governor      Mrs Mary Jenkin



## Purpose of this document

This document explains how we identify and support pupils with Special Educational Needs and Disabilities (SEND).

This document also contains the “local offer” information we are legally required to provide<sup>1</sup>. This explains to parents the provision that is available in school and helps them to understand the range of services which can be accessed locally if necessary.

## Related documents

Information about Cumbria County Council’s “Local Offer” can be found on their website at <http://search3.openobjects.com/kb5/cumbria/fsd/home.page>.

Orton CE School’s response to the local offer is included in this document.

## Our aims

In line with our school vision and Christian foundation, we have high expectations for all our pupils and are an inclusive school that celebrates difference. Supporting children with special educational needs and/or disabilities (SEND) to allow them to thrive is an integral part of our whole school, caring and loving approach. We aim to:

- Provide a safe and secure environment where we learn from our mistakes and foster forgiveness.
- Give each child the opportunity to achieve their personal best and to become a confident learner.
- Provide a broad, balanced and enriched curriculum for every child.
- Provide a caring, supportive family atmosphere where children help and care for one another and every member of the school family can thrive.

Our specific aims for children with SEND are:

- To identify their special educational needs as early as possible, and ensure that their individual needs are met.
- To ensure that they feel loved and are fully included in the life of the school.
- To keep parents informed of their children’s special needs, how they are being supported in school, and what they can do at home to help.
- To involve parents in decision about their child’s learning, and keep them fully informed about decisions for their child.
- To work effectively in partnership with outside agencies when appropriate.

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<sup>1</sup> Since 2014, when the Children and Families Act became law, Local Authorities (LAs) and schools are required to publish and keep under review information about the services which they can expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the ‘Local Offer’, and its intention is to improve choice and transparency for families.



## What are “special educational needs”?

We aim to provide support for children recognised within the 4 main areas of Special Educational Needs and Disabilities (SEND). These are:

- Communication and interaction needs – including speech and language needs, autistic spectrum disorders.
- Cognition and learning needs – including dyslexia, dyscalculia, dyspraxia and more complex learning difficulties.
- Social, emotional and mental health difficulties – which may result in children becoming withdrawn or isolated, or displaying challenging or disruptive behaviour, or disorders such as ADD or ADHD.
- Sensory and/or physical skills – such as visual or hearing impairment.

Disability is defined in the Disability Discrimination Act 1995 (DDA):

*"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."*

Not all pupils with disabilities have special educational needs (SEN), and not all pupils with SEN have a disability.

Children may have special educational needs for all or part of their time in school. Their needs may be met through a one-off intervention, or may be complex and require ongoing support.

Every child's progress is reviewed regularly, so that any problems can be identified early and additional support can be targeted as needed.

There is no need for a pupil to be registered as having SEN unless the school is taking additional or different action beyond the differentiated teaching normally provided as part of high quality teaching in the classroom.

Pupils with disabilities but no special educational needs will be recorded on the school's medical register.

## Admissions policy

Orton CE School is committed to making every effort to accommodate pupils with special educational needs and/or disabilities. However, parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that their needs are understood. The school is required to make reasonable adjustments.

A sub-committee of the governing body have carried out an accessibility audit and develop an accessibility plan<sup>2</sup> for the school. The Buildings & Grounds Committee continue to look at improvements to physical environment of the school, and the Education Standards Committee looks at

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<sup>2</sup> This is a requirement under para 6.2 of the SEND Code of Practice 2015.



improving access to the curriculum.

## Roles and responsibilities

This section sets out the responsibilities of:

- Special Educational Needs & Disabilities Co-ordinator (SENDCo)
- Other staff – headteacher, class teachers, teaching assistants
- Governing body & SEND governors
- Parents

## Special Educational Needs & Disabilities Co-ordinator (SENDCo)

We have a named Special Educational Needs & Disabilities Co-ordinator (SENDCo) in school. This role is currently held by Mrs Philippa Woodmass. She is responsible for co-ordinating the provision of support for children with SEND, and works closely with other staff in school to decide how this is best delivered.

The key responsibilities of the SENDCo include:

- Early identification of children with SEND.
- Liaising with parents and carers.
- Liaising with and supporting colleagues to develop effective ways of overcoming barriers to learning.
- Liaising with outside agencies including the Local Authority's support and Educational Psychology Services, Health and Social Services (see Annex B).
- Co-ordinating provision for children with SEND and ensuring that available resources are used to maximum effect.
- Reviewing the IEPs for each child on the SEN register at least once every six months together with the class teacher.
- Ensuring that appropriate records are kept for children at *SEN Support (SS)* and for those with a *Statement of Special Educational Needs/EHCP*.
- Keeping up to date with current legislation/good practice through continuing professional development and liaison with other SENDCos.

## Other staff

All staff at Orton CE School school have a role in supporting and encouraging children.

All teaching staff are fully informed about all the ways we provide for children with special needs, and are aware of their responsibilities. In particular:

- Class teachers are responsible for providing Quality First Teaching which will have a positive impact on all children but especially those with SEND.
- Class teachers are responsible for identifying children who may have special educational needs, and liaising with the SENDCo to ensure that appropriate learning strategies are put in place to support those children.
- Teaching assistants (TAs) provide support for pupils with SEN in small groups or on a one to one basis, under the guidance of the SENDCo and class teacher.



- The Headteacher is responsible for identifying funding and staffing levels for SEND provision, and working with the SENDCo to decide how those resources are best used to support children with special educational needs.

A number of staff are trained to support children with literacy, numeracy and other specific needs (see Annex A). Staff training needs are regularly reviewed and updated in response to the children in school and their needs.

Most school staff are paediatric first aid trained and are also trained to administer epi-pens. We have access to the Community Children's Nurse Team should any further medical training be required to meet specific medical needs.

### Governors

The governing body of Orton CE School recognises that it is responsible for ensuring that all children attending the school are given the opportunities and support they need to achieve their full potential and thrive in our care.

Mary Jenkin one of our Foundation governors has specific responsibility for monitoring SEND provision.

### Parents

We encourage parents to raise any concerns they have about their child's progress, behaviour or special needs. The first port of call should be your child's class teacher.

## Identifying, assessing & supporting pupils with SEND

Orton CE School aims to ensure that all pupils are achieving their best. We do this by analysing and assessing children's needs, monitoring the quality of teaching and standards of pupils' achievements, and by setting individual targets.

### Identifying children with SEND

We are committed to identifying any special educational needs that children have as early as possible. Children's needs are identified through:

- Parental discussion and concerns.
- Concerns from pre-school settings, or other settings the child has attended.
- Concerns from professional staff members.
- Routine health screening.
- Year 1 phonics screening.
- Half-termly assessments in core subjects, compared with national criteria and standardised tests.
- Scores in end of Key Stage Standard Assessment Tests (SATs) at the end of Year 2 and Year 6.
- Any other evidence collected in school that helps build a picture of the whole child.





If the range of evidence collected suggests that a pupil is not making as much progress as expected, the class teacher will consult with the SENDCo in order to decide whether additional and / or different provision is necessary.

### Assessing children's needs

Initial assessments are carried out by class teachers. More detailed assessments are carried out in school to identify the area(s) of need if a cause for concern is raised. If necessary, specialists from outside agencies can be brought into school to carry out specialist assessments.

### Planning & implementing support strategies

More detail on the types of interventions/levels of support which are routinely used in Orton CE School is given in Annex A. This is not an exhaustive list as we would always adapt to meet the needs of each individual.

We can seek support and advice from outside agencies to ensure that any barriers to learning are quickly identified and acted upon. Examples of the services that are available in Cumbria are listed in Annex B.

### Regularly reviewing children's progress

Data from teacher assessments is currently uploaded onto our progress tracking system and analysed every term.

The staff meet at least each term to analyse the school's provision of intervention groups and the progress of children being targeted by these groups. This ensures that the interventions are being effective, and that we are using staff expertise to maximum effect. Our Education Standards Committee also oversee this through anonymised data and children's work.

Parents have the opportunity to discuss their child's progress at parent's evenings (twice a year), by providing feedback on the interim (Feb) and end of year (July) reports, or by contacting their child's class teacher at any time during the year.

This continuing cycle of *assess-plan-do-review* is known as the **graduated approach** to meeting children's needs. If necessary, following a review, we will increase the level of support provided for children with special educational needs.

### What level of support is provided?

Support can be offered to children with SEND at a number of levels. Depending on their specific needs, a single intervention may address the need or it may be necessary to escalate the support to the next level after a review.



### High quality teaching for all

We aim to provide high quality teaching for all, which is differentiated to meet individual pupil's needs to allow them to thrive.

Children are taught in ability-based groups in maths, phonics, spelling, writing and reading. These groups may cross year groups or, in some cases, may cross classes or even Key Stages.

During whole class work, teachers will involve and support all pupils by using differentiated questioning, employing a variety of teaching styles and by providing activities that will motivate and enthuse learners. All staff are fully aware that children need to be taught using a mixture of sight (visual), hearing (auditory) and touch/feel/doing (kinaesthetic) based methods to address the needs of all learners.

### Cause for concern

Class teachers will identify any concerns they have about individual pupils as they arise. Concerns will be discussed with the SENDCo, and targeted interventions put in place within school. We regularly plan time to discuss children's needs at our staff meetings and INSET days.

A teaching assistant may work with a pupil, one-to-one or in a small focus group, to target specific needs.

### SEN Support (SS)

Any provision / action that is additional to or different from that available to all pupils will be recorded in an Individual Education Plan (IEP). This will be written by the class teacher in consultation with the SENDCo. Input from parents/carers and the individual pupil (where appropriate) will be sought at this stage. Other staff may also be involved where appropriate.

The IEP will include short-term SMART targets set for the child, the teaching strategies to be used, details of additional provision to be put in place and the resources needed, success or exit criteria, and a review date for the plan. The plan will include any advice sought from outside agencies.

Support will be targeted to meet the child's specific needs/help them achieve the specific outcomes as detailed in their Individual Education Plan (IEP).

IEPs will be reviewed at least termly, or more frequently if necessary, depending on the severity of special needs. Parent and carers, and children where appropriate, are invited to participate in the target setting and reviewing process.

If there is evidence of insufficient progress despite the significant support and intervention at SEN Support, the school will seek further advice and support from outside professionals. Parents will be kept fully informed about the involvement of external agencies and proposed interventions.



### Statements/EHCPs

Pupils with more complex, normally life-long, special needs will be assessed by outside professionals. This may lead to the development of an Education, Health and Care Plan (EHCP). Pupils with an EHCP will have teaching assistant support allocated throughout the curriculum as their needs determine.

The progress of pupils with an EHCP will be reviewed at least every six months, or termly if necessary. The EHCP will be reviewed with involvement from external agencies at least annually.

### Funding for SEND support

The notional SEND budget<sup>3</sup> and the 'low need, high incidence' funding are currently spent on providing teaching assistant support in classes plus providing one to one/small group support for individuals and groups of children who need additional help with a specific aspect of their learning as identified through a 'cause for concern' or Individual Education Plan.

The school is expected to provide additional support for children with an EHCP up to the value of £6,000 per pupil per year from core funding. There is no specific funding provided for supporting pupils with complex special educational needs unless the cost of support exceeds this threshold. Parents may have a say in how the funding for a child with an EHCP is spent to support their child although the final decision lays with the Headteacher.

### Arrangements for transition

We aim to ensure that the transition to/from other educational settings is as smooth as possible for all our children.

- For pupils who are joining Orton's nursery, initial assessment will be carried out by the Class 1 teacher (who is also our SENDCo).
- For children transferring to Orton CE School at other stages during their primary school career, the SENDCo will liaise with the SENDCo at their previous school or nursery.
- The SENDCo/child's class teacher will liaise with the SENDCo in the school(s) to which pupils with SEND are transferring to ensure that effective arrangements are in place to support pupils at the time of transfer to a new school, or to the next stage of their education.

### Complaints procedure

If a parent is concerned about the provision of support for their child, they should discuss it with the child's class teacher in the first instance. If the concern is not resolved, please contact the head teacher or SENDCo. All complaints will be recorded and investigated, so that the school can respond appropriately.

We will work hard to resolve any differences as early as possible. We hope it never goes that far but Orton CE School has a separate complaints procedure which can be found on the school website.

<https://www.ortoncofeprimary.co.uk/policies/>

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<sup>3</sup> This is based on 5% of Age-Weighted Pupil Unit, 50% Free School Meal element & 100% prior attainment factor.



In line with our vision we acknowledge that sometimes mistakes are made but our Christian foundation enables us to work together to forgive mistakes, put them right and move forward with the best interests of the children at heart.

### **Monitoring & reviewing our policy**

The SEND governors will liaise with the SENDCo over provision and development of SEND support, and will report back regularly to the full governing body.

We have a SEND information report which is reviewed annually and published on our website.

We will review this policy at least every 3 years, or when there are changes to staff responsibilities or relevant legislation.



## Glossary

W&FC	Westmorland and Furness District Council
EHCP	Education and Health Care Plan
EYFS	Early Years / Foundation Stage
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan
KS1	Key Stage 1 (Reception to Year 2)
KS2	Key Stage 2 (Year 3 to Year 6)
SENDCo	Special Educational Needs & Disabilities Co-ordinator
SEND	Special Educational Needs & Disabilities
TA	Teaching Assistant

## Further information

*Special Educational Needs and Disability Code of Practice 0-25*

Available on the DfE website at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

*Special educational needs: Guide for parents and carers*

Available from <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

*SEND gateway*

Available at <http://www.sendgateway.org.uk/>



## Annex A: Specialist skills/training to support children with SEND

Members of staff at Orton CE Primary School have completed a range of training to enable them to support children with special educational needs or disabilities. This includes:

- Reading intervention
- Maths recovery
- Autistic spectrum disorder training
- Team Teach: Positive handling
- Understanding Autism Training
- Attachment Training
- Dyslexia Training
- Paediatric First Aid
- Epi-pen training
- Mental Health & Well-being
- Metacognition

We regularly review and update training based on the needs of the children in school and staff competencies.

## Annex B: Additional support available from outside agencies

Orton CE School can draw on a wide range of specialist support from outside agencies via Cumbria County Council. This includes:

- Learning support service
- Speech and language therapy
- Language and communication team
- Social, emotional and behaviour support
- Children & Adolescent Mental Health Services (CAMHS)
- Educational psychologist
- Visual impairment
- Hearing impairment
- Physiotherapy
- Specialist advisory teachers
- Barnardo's
- Community Children's Nursing Team

Up-to-date contact details are kept in the SEN file in the school office.

Parents can obtain information on SEND from **Cumbria SEND Information, Advice and Support (IAS) Service** – contact Emma Stephenson (07769 935446)

[emma.stephenson@westmorlandandfurness.gov.uk](mailto:emma.stephenson@westmorlandandfurness.gov.uk)



Further information can be found here:

<https://www.westmorlandandfurness.gov.uk/schools-and-education/inclusion-service/special-educational-needs-and-disabilities-information-advice-and-support-service-sendiaass>

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/home.page>