



# Lindale CE Primary School

## Policy for Special Education Needs and Disability and Inclusion

**Special Educational Needs and Disability Co-ordinator (SENDCO): Mrs Kim Curwen**  
**Interim SENDCO Oct 23 – Oct 24: Mrs Mandy Barnsley**

**The SENDCO/Headteacher can be contacted at the school through the office on 015395 33480 or by emailing [head@lindale.cumbria.sch.uk](mailto:head@lindale.cumbria.sch.uk)**

*At Lindale CE Primary School we believe that everyone is an individual, created in the image of God, who should be encouraged and nurtured in order to flourish and achieve their full potential. We want all our pupils to develop knowledge, skills and enthusiasm for learning so they can thrive in every area of life. We encourage everyone to positively understand their own worth and that of others. As a small rural school, we seek to broaden our understanding of the world and become advocates for good. Our aim is to inspire our whole school family to 'walk as children of light'.*

This document outlines our policy on Inclusion and Special Educational Needs at Lindale CE Primary School. Currently the headteacher is also the SENCO although the specific responsibilities of each role in relation to Inclusion are described.

### **Compliance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for EHCPs, SEN coordinators (SENCOs) and the SEN information report.

### **Inclusion Statement**

Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background so we pay particular attention to the provision for and the achievement of all our pupils, including but not limited to:

- girls and boys
- children looked after
- minority ethnic and faith groups
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- pupil premium
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn.

*Let your light shine*

We see the inclusion of children identified as having special educational needs as an equal opportunities issue, and one we include in our staffing policies, relationships with parents/carers and the community.

### **Rationale**

**At Lindale C.E. Primary School we are committed to meeting the special educational needs of pupils and ensuring that they make progress, reach their full potential and flourish.**

### **Objectives of Policy**

- Ensure implementation of government and LEA SEN recommendations and statutory requirements.
- Ensure the school's SEND and Inclusion policy is read and implemented consistently by all staff.
- Ensure any negative discrimination or prejudice is challenged and eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.
- Provide relevant curriculum access for all.
- Demonstrate high expectations of achievement for all.
- Meet individual needs through a wide range of provision.
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good outcomes.
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi – professional approach to meeting the needs of all vulnerable learners.
- Promote pupil self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

### **Roles and Responsibilities**

The Governing body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed about how the school is meeting statutory requirements. At Lindale C.E. School this role is undertaken by Jane Thedham who will meet regularly with the Head and SENCO/Inclusion Manager (Mrs Kim Curwen / Mrs Mandy Barnsley (interim)).

The SENCO will work closely with the Special Educational Needs Governor and staff to ensure the effective day-to-day operation of this policy. The SENCO will identify areas for development in special educational needs and contribute to the school's development plan.

The SENCO's role is to monitor the Inclusion and SEN policy and report termly to the governing body on its effectiveness; monitor and assess inclusive provision; identify barriers to learning and provide staff with appropriate strategies; share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants; purchase appropriate resources; monitor pupils progress; liaise with parents; co-ordinate cross phase/ cross school transition and to co-ordinate external specialist provision.

The Head teacher manages the funding of both the Pupil Premium Grant (PPG) and Looked After Children (LAC) and is also responsible for monitoring the progress of PPG children and LAC. The headteacher is the

member of staff responsible for meeting the medical needs of pupils and is responsible for safeguarding and child protection.

All teachers are responsible for meeting the needs of all pupils in their class. Every teacher is a teacher of children with special educational needs. All teaching and teaching assistant staff will be involved in the formulation of this policy. They are responsible for adapting the curriculum for pupils with special educational needs and will monitor their progress. All teachers, who have responsibility for areas of the curriculum, will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

### **Admissions**

Pupils with Special Educational Needs and Disability will be admitted to Lindale C.E. School in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disability Act 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 special educational needs at early years action or early years action plus.

### **Accessibility**

Please see separate Accessibility Plan

### **Identification Assessment and Reviews**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of term tests or SATs. The use of small steps of progression such as PIVATS may also be used. Teachers will then consult the SENCO as needed to consider what else might be done.

*A Graduated Approach to SEN Support* – The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. The school's IPP template follows this approach and is linked to the four broad areas of need.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO**- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW-** The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. The school have an agreed cycle of review which is done alongside pupils, parents, staff and the SENCO.

All children's progress is rigorously monitored throughout school. We use data that is collected using standardised assessments and SATs tests, alongside teacher observations and assessments to identify and track the progress of all children, including those with additional needs. Children identified as having SEN are placed on the SEN register and will receive support from staff through the writing of an Individual Pupil Plan (IPP). These are written by the class teacher, with advice/support from the SENCO as needed. The IPP is shared with parents and child (if appropriate) and changes made as needed. The IPP is monitored and the targets changed as appropriate to the child's progress against the targets.

The SENCO and Teaching Assistants also use a range of diagnostic assessments to provide more detailed analysis of a child's strengths and difficulties. Increasingly the Early Help and CAF checklist are used to identify areas where there may be concern. If the child has involvement from outside agencies e.g. speech and language therapy, the advice given by these professionals will be acted upon through general classroom practice, small group work and IPP activities.

It is the responsibility of the SENCO to ensure that all aspects of the Code of Practice are followed in our school.

Each teacher has access to information about all pupils within the class and SEN Register. It is the responsibility of the class teacher in consultation with the SENCO and teaching assistants to ensure that an Individual Pupil Plan is in place for children with Special Educational Needs. This is reviewed termly. Children who have a Statement of SEN or an Education Health and Care Plan (EHP) will have an Annual Review of their needs and any additional provision made by the LEA.

Children whose additional needs are related to attendance, social and/or behaviour difficulties may alternatively have a Behaviour Management Plan. Depending on individual circumstances, these are the responsibility of the class teacher / SENCO alongside external agencies and school staff.

*On Entry* – When children are first admitted to school EYFS staff will take note of assessment information from nursery and baseline assessment.

*Teacher Referral* – If a teacher has a concern about a child they bring it to the attention of the Head Teacher or the SENCO by using the Initial Concerns Form.

*Curriculum and assessment monitoring* – The curriculum co-ordinators, SENCO and Head Teacher will monitor the attainment and progress of pupils with special educational needs as part of their role. They will ensure that the SENCO is kept fully informed and if they have a concern they will bring it to the attention of the SENCO via pupil progress meetings (with the Head teacher). The SENCO will monitor progress to inform how effective interventions have been and to identify next steps to support pupils. Parents of all pupils are informed formally of the progress made at parents evenings and in an annual written report. Staff will discuss with both parents and pupils their progress on a more informal basis as and when appropriate or required.

*How a child is placed on the SEN Register or Additional Need Register*– If a child's performance is below age related expectation and they fail to make adequate progress the school will carefully monitor the attainment and achievement of the child. The child will access whole class teaching, small group work and some 1-1 support, as appropriate. The class teacher and SENCO will identify barriers to learning that effect the child's progress.

If, despite intervention a child does not make adequate progress a child may be placed on the SEN Register if parents and staff feel that the child may have an underlying special educational need. The use of the SEN Register flow chart will aid this decision.

The school defines adequate progress as being able to work within year group expectations and not 'falling behind'.

*Movement between stages* – If a pupil fails to make adequate progress despite the additional support which the school gives at school action then outside support will be requested using the Early Help form.

*IPP Reviews* – IPPs will be reviewed termly and the IPP will be discussed as part of parent meetings. Parents will be provided a copy of the reviewed IPP and the new IPP and parents views will be welcomed. Parents sign IPPs and these are passed onto the SENCO and shared with TAs.

*EHCP Reviews* – If a child has an Education Health and Care Plan the school will hold an Annual Review each year.

We recognise and support children who have needs other than those of SEN, which may impact on progress, attainment or wellbeing, including;

- Disability
- Health and Welfare
- Attendance and Punctuality
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a Looked after child
- Being the child of a Serviceman/woman.

### **Access to the Curriculum and the full life of the school**

Teachers use Quality First Teaching (QFT) Strategies to enable access for all children to the National Curriculum. All teachers have access to The SEND Quality First Teaching Toolkit. Some examples of strategies are

- Adaptation of the curriculum to match tasks to ability.
- Grouping of children according to phonic ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support.
- Small withdrawal group and 1-1 teaching.
- Accessibility to resources to support pupils with sensory or physical difficulties
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Peer group support through mixed ability grouping, paired reading and collaborative working.
- Use of Team Teach techniques within the classroom and as part of the whole school behaviour policy.
- Access to extracurricular clubs, and to the social life of the school.
- Access to all staff for both children and parents
- Training for all staff on the needs of children with SEN.
- The SENCo is responsible alongside class teachers in ensuring that access arrangements are in place for children taking tests – internal and statutory.
- The school have a policy in place for Managing Medical Conditions.

### **Supporting pupils at school with medical conditions.**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with

medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have statement or Education Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational needs provision and the SEND Code of Practice (2014) is followed.

If a child has a medical need that requires them to be supported within school the Inclusion Manager will liaise with the appropriate medical and health professionals to draw up a Health Care Plan, alongside the parents and child. This plan will be reviewed annually or sooner if circumstances or advice changes. Staff who are to be involved in supporting children with medical needs will receive necessary training to support the child in accessing education or administering medicines if appropriate.

More information about supporting pupils with medical conditions can be found in our Managing Medical needs and Medicines policy.

## **Training and Resources**

### **Resources**

The governors will ensure that the needs of pupils are met by employing a SENCo.

The governors will ensure that finances are set aside from school budget to fund the support of children with SEN.

The Head and SENCo will use the child's EHCP to identify the areas of pupil need and make appropriate provision.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes.

The governors will ensure that finances are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

The governors will ensure that they are kept fully abreast of their statutory duties by attending training and receiving regular updates from the Head/SENCO.

The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists.

The English and Maths co-ordinators will keep up-to-date about provision for all children through attending relevant training and cluster meetings. They will be kept up to date about special educational needs through these means and through discussion with the SENCO.

All teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.

Teaching Assistants, who support individual pupils and groups of pupils, need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending INSET days, staff meetings, and with informal meetings with SENCO and other members of the teaching staff. Training needs will be decided based on the needs of the children within the school or who will shortly be joining the school.

## **Outside Agencies including Health Services**



**Lindale CE School has good working relationships with a wide range of outside agencies. These include:**  
**Education – Educational Psychologist, Educational Welfare Officer, Specialist Teachers (Behaviour, autism, visual impairment, hearing impairment, EAL and speech and language) and bought in counsellor if required.**

**Health – School Nurse, Physiotherapy, Occupational Therapy, Community Nurse, Health Visitor, CAMHS, Speech and Language Therapy, Diabetes Nurse and Community Nurse**

**Social and Family - Children's Services, Young Carers, Parent Partnership, Oaklea Trust, Barnardos, Action for Children**

Information about how the school meets the needs of pupils with SEN and wider support available can be found on the Local Offer which is available on the school website within our SEN Information Report.

### **Parent partnership**

The knowledge, views and firsthand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the school if they have any concerns with regard to inclusive educational provision. When discussing provision for any child with additional needs, teachers will always involve parents through regular discussion at parents' evening, sharing of plans or through arranging an individual review meeting.

### **Pupil Voice**

Pupil voice is an important part of the review process and we seek to gain pupils' views on provision and strategies in place to help inform next steps. This can be done in a variety of ways such as pupil profile sheets and informal discussion.

### **Links**

The SENCO and Early Years class teacher arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school at Lindale. When a child already has an EHCP, they are usually invited to the child's annual review held during the Summer Term in the Early Years setting.

At Year 6 transition the SENCO provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For EHCP pupils, the SENCO arranges a meeting with the SENCO from the chosen secondary school to attend the Year 5 and Year 6 Annual Review.

### **Storing and Managing Information**

All information in relation to SEN is secured and is only shared with staff that work with the child. When a child is transferred to another school, that information will be shared with the next school. Any information about the child which is no longer needed is placed in the confidential waste bin for destruction.

### **Bullying**

At Lindale CE School, we believe that all pupils and staff have the right to feel happy, safe and included. Everyone has the right to work in an environment without harassment, intimidation or fear. All bullying, of any sort, is therefore unacceptable and will not be tolerated. We recognise the effects that bullying can have on pupil's feelings of worth and their school work. The school community will actively promote an anti-bullying environment and will support and protect pupils who experience any sort of bullying.

### **Evaluating of the policy**

This policy will be reviewed annually at the end of the academic year. Policy evaluation will focus on: how far the aims and objectives of the policy have been met; how effective the policy has been in relation to the resources allocated; the attainment, achievement and progress of pupils.

In the light of the findings the policy is revised and amended accordingly.

**Complaints**

Any complaints would follow the school Complaints Policy procedure.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution.

Reviewed: September 2023