



OUGHTERSIDE FOUNDATION SCHOOL

SEND POLICY

Roles	
SENDCo:	Andrea Warwick / Sarah Kirkbride
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Position:	Head Teacher
Signed:	S.Kirkbride
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1. Introduction

Oughterside Foundation School provides a broad and balanced curriculum for all pupils, which is adapted appropriately to meet individual needs and abilities. Pupils may have Special Educational Needs throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student. When planning learning activities, teachers consider pupil's special educational needs to ensure the provision made enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

2. Definition of special educational needs (taken from section 20 of the Children and Families Act 2014).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A pupil under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. New legislation

New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those pupils with the most complex needs, have now been replaced with an Education, Health and Care (EHC) Plan. These plans are being supported by an Early Help Assessment.

This information is also available on the Cumberland Local Offer Website:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It details the services and provision that are available both to those families in Cumbria who have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

4. Aims and objectives

The aims and objectives of this policy are to:

- Identify pupils with special educational needs and disabilities as early as possible.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Specialist Advisory Teaching Service, Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS). Health Visitors, Occupational Health Therapists and Physiotherapists.
- Create a school environment where pupils can contribute to their own learning. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, and sports teams.

5. Responsibility for the coordination of SEND provision

In this school provision for pupils with SEND is the responsibility of all members of staff.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for the day to day operation of the Special Educational Needs and Disability (SEND) policy. Our SENDCo in school is Miss Andrea Warwick, who is also supported in the role by Mrs Sarah Kirkbride (Head Teacher)

The main duties are: -

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for pupils with special educational needs.
- Liaising with and advising fellow teachers.
- Managing teaching support assistants.
- Overseeing the records of all pupils with SEND.
- Liaising with parents of pupils with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The Governing Body will ensure that sufficient resource/provision is available for any pupil identified as having special educational needs. The Governing Body also maintain a regular overview of SEND provision within the school.

6. Arrangements for coordinating SEND provision

The SENDCo and class teachers will hold details of SEND records for individual pupils. They can access the SEND Register and Information on individual pupils' special educational needs. This includes IEPs, targets set and copies of their SEND Support Plans.

All staff, including non-teaching, can access the Oughterside Foundation School SEND Policy and guidance on identification of SEND in the Code of Practice. Any personalised strategies that are being implemented by teaching staff to support SEND pupils are discussed with all staff, including midday supervisors, to ensure a consistency of approach at all times.

As a result of this, every staff member will have up-to-date information about all pupils with SEND and their requirements, enabling them to provide for the individual needs of all pupils.

This policy is available on the school website for parents in order to aid the effective coordination of the school's SEND provision. Paper copies can be requested at the school office.

7. Admission arrangements

Please refer to the information contained in our Admissions Policy. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

8. Specialist SEND Provision

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

9. Allocation of resources for pupils with SEND

All pupils with SEND will have access to SEND support funds within the school budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority.

10. Identification of pupils needs

See definition of SEND in point 2 of this policy.

A graduated approach

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The class teacher will take steps to facilitate adaptive teaching approaches that will overcome barriers for pupils and aid academic progression. This will enable the teacher to gain a greater insight into the most effective strategies and teaching styles to meet individual pupil's needs.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the pupil will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The pupil is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the pupil on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by pupils.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a five – part process: This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.



Step 1 - Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Step 2 - Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Step 3 - Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Step 4 - Review

Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. If it is decided that additional support is needed the school will use the SEND Early Help Assessment Form to access specialist help and advice.

Referral for an Education, Health and Care Plan

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but, can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Pupil
- Teachers
- SENDCos
- Local Authority Professionals
- Social Care Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or not the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEND Local Offer:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

or by speaking to the SENDCo, Miss Warwick, or Mrs Kirkbride, the Head Teacher, at our school.

11. Education, Health and Care Plans [EHCPs]

Following Statutory Assessment, an EHCP will be provided by **Cumbria Children's Services**, if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

12. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary and as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the pupil's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

13. Inclusion of pupils with SEND

The Head teacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to

ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the Early Help Assessment Form.

14. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaires, discussion and through parents' evenings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

15. Complaints procedure

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, Deputy Head teacher or SENDCo. The school's complaint procedures are set out in the school prospectus and are available on the school website.

16. Continuing Professional Development (CPD) for staff.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The Head Teacher ensures that training opportunities are matched to school development priorities. The SENDCo also attends Cluster SENDCo meetings.

17. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the pupil's parents.

18. Working in partnerships with parents

In our school we believe that a close working relationship with parents is vital in order to:

- ensure early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continue social and academic progress of pupils with SEND.
- Personal and academic targets are set and met effectively.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

19. Links with other schools and the Local Authority

The school works in partnership with the advisors from the Local Authority and also with the other schools in area. Aspatia Small Schools Partnership (ASSP), holds SENDCo Cluster meetings to share ideas and resources. This is in addition to cluster meeting held by the Local Authority SEND team on a termly basis. These meetings give professionals an opportunity to ask advice or sign-post each other to relevant services etc.

The SENDCo also liaises with the SENDCos of feeder secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. This usually takes place in the summer term for Year 6 students or sooner if necessary (e.g. for those children with Education Healthcare Plans).

20. Links with other agencies and voluntary organisation

Oughterside Foundation School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The SENDCo is the designated person responsible for liaising with the following:

- Cumbria Education Psychology
- Speech and Language Therapy Service (Class teacher also liaises)
- Specialist Advisory Teacher Service
- Specialist Health Services In cases where a pupil is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

A printed copy of this policy can be obtained at the school office on request.