

Great Orton Primary School



SEND Policy and Information Report

Updated by Wendy Cape SENDCo

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1. Aims

Great Orton Primary School is an inclusive school where our main focus is to create the right opportunities, with support and encouragement, to help all our pupils to develop a life-long desire to learn and achieve as much as possible. We have very high expectations for all pupils, especially those with identified SEND and we strive to ensure our pupils with SEND make progress which compares well with the progress of all our pupils.

Our SEND policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND);
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our objectives as a school are to:

- identify and assess children with SEND and additional needs as early as possible;
- work in close partnership with parents, support services and other professional agencies to ensure the best possible outcomes for children with SEND;
- ensure all staff have access to training and advice to support pupils with SEND and quality first teaching;
- provide access to a broad and balanced curriculum that is scaffolded /differentiated in a way that supports children with SEND;
- maximise the progress and achievement for pupils with SEND through an enriching and rigorous curriculum;
- support SEND pupils to become confident learners in life and achieve the greatest independence possible in their learning;
- provide an inclusive education that values equality of opportunity for pupils with SEND and enables their full participation in the life of our school.

2. Legislation and guidance

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 education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four broad categories of SEND and they give an overview of the range of needs that should be planned for:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory

The purpose of this policy is to assist the school to identify, assess, monitor and meet the needs of any child who has a learning difficulty or disability.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mrs. Wendy Cape (NASENCO Qualification).

The SENDCo will:

- work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- provide professional guidance to colleagues in the area of SEND in order to secure high quality planning, 'Quality First Teaching' and effective use of resources in order to bring about improved standards of achievements for pupils;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist and Educational Psychologists, liaise with them and ensure that report recommendations are implemented;
- devise, implement, monitor and review intervention programmes for pupils with SEND and measure their impact;
- develop and maintain effective working relationships with parents to promote pupils' learning;

- support teachers to: implement the SEND policy, identify pupils who may require special provision, communicate effectively with parents, write Individual Education Plans (IEPs) and agree specialist provision;
- organise the deployment of resources and monitor their effectiveness;
- liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- monitor the implementation of IEPs and the teaching and learning for pupils with SEND, using the analysis to guide further improvement;
- monitor the needs and achievement of pupils with SEND together with colleagues and discuss this at Pupil Progress meetings (held three times per year);
- analyse and interpret relevant national, local and school data to monitor achievement of pupils with SEND, inform the SEND policy, practices, expectations, targets and teaching methods;
- apply for Education, Health and Care plans (EHC plans);
- convene and chair annual reviews of those children with an ECH plan;
- keep own skills updated by reading, researching and attending INSET courses on SEND;
- know how to recognise and deal with stereotyping in relation to disability or race;
- develop effective liaison between schools to ensure that there is good continuity during transition for pupils with SEND;
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEN governor

The SEN governor will:

- help to raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- work with the Head teacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.

4.3 The Head teacher

The Head teacher will:

- work with the SENDCo, Lead LSA and SEN governor to determine the strategic development of the SEND policy and provision within the school;
- have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teacher

Each class teacher is responsible for:

- ensuring they follow this SEND policy;
- ensuring 'Quality First Teaching' which includes assessing, planning and teaching all children to allow them to make progress with their learning;
- adhering particularly to teaching standard point 5, '*to adapt teaching to respond to the strengths and needs of all pupils*';
- ensuring the progress and development of SEND pupils in their class, including where pupils access support from teaching assistants(TAs) or specialist staff;
- providing a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- their pupils' learning when they are involved in intervention programs;
- working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- identifying pupils who may require special provision and to be placed on the school's SEND register (with support from the SENDCo);
- writing IEPs, with support from the SENDCo as necessary, and place them on the school system;
- ensuring IEPs are shared, developed and reviewed with the parents and pupils two times a year;

- attending INSET and courses when appropriate.

Teaching Assistants and HLTA's will:

- support the class teacher to implement the targets in pupils' IEPs;
- carry out intervention programmes and keep records updated;
- communicate with other professional agencies involved with pupils with SEND, with the SENDCo's support;
- attend INSET and courses when appropriate.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment

5.2 Identifying pupils with SEND and assessing their needs

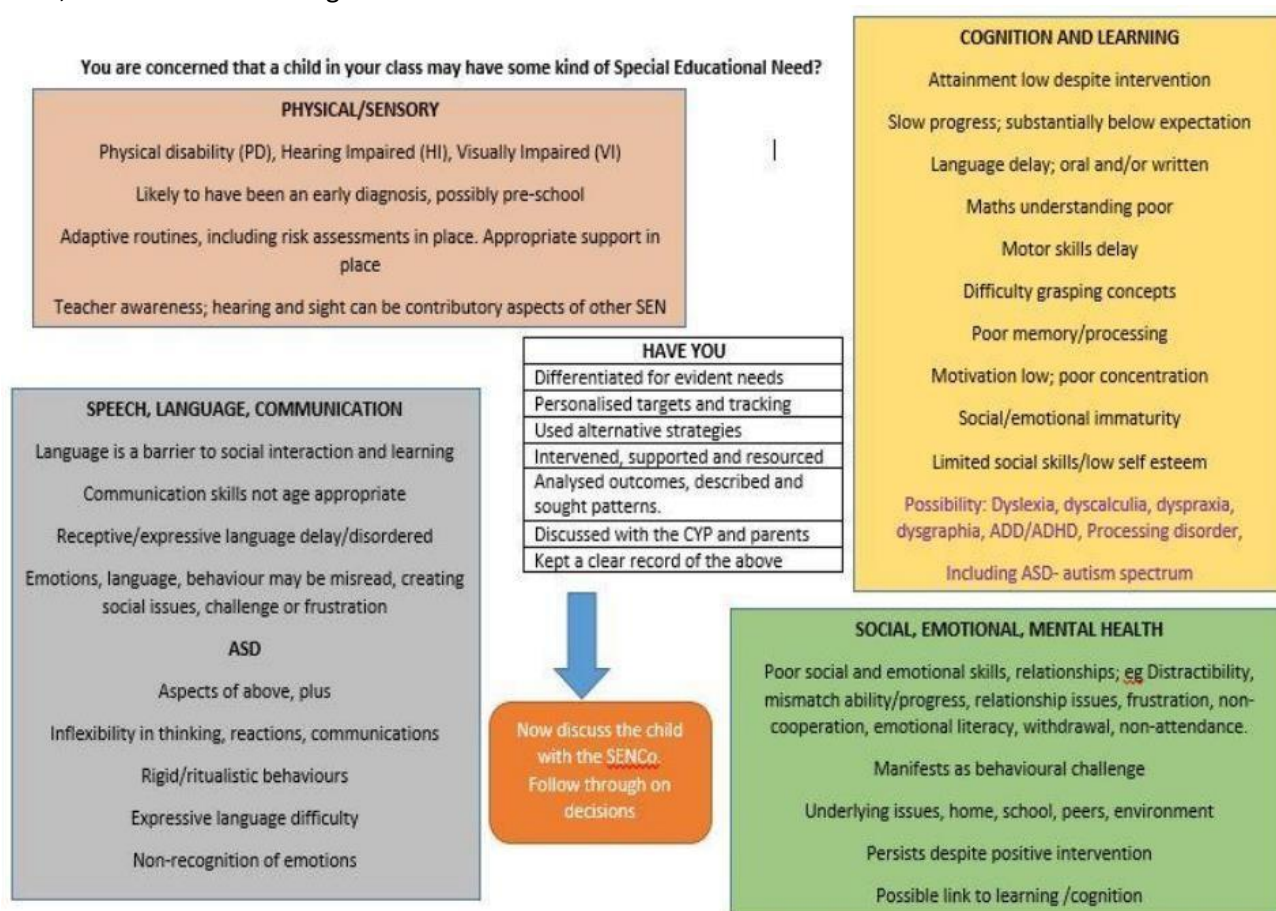
We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



NB; Any areas of concern need to have firm evidence, as described in the central box.

5.3 Consulting and involving pupils and parents

The class teacher may have an early discussion with the pupil and their parents when identifying whether they need special educational provision. This may be through an arranged time to discuss the concerns or at a parent/teacher consultation meeting.

Mrs. Wendy Cape (SENDCo), may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

At Great Orton Primary School, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.

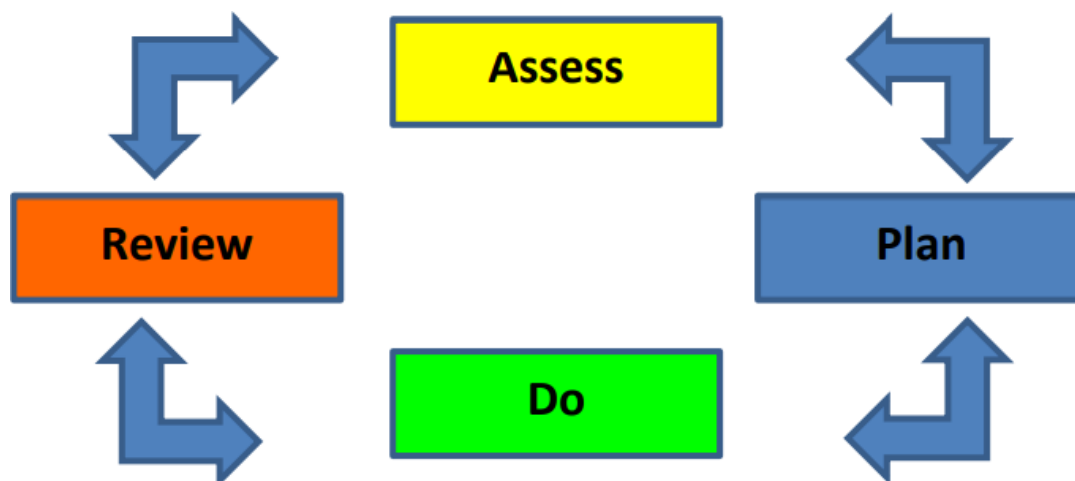
You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.

You and your child will be encouraged to help formulate the targets on your child's IEP and will review them twice yearly.

If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



Assess:

It is important to identify those children with SEND at the earliest opportunity, preferably in the Early Years Foundation Stage. Assessment includes observation for the Foundation Profiles (Tapestry) and a baseline assessment on school entry in the Foundation Stage. From Year 1 onwards children will be assessed three times a year in reading, writing and mathematics and in Year 2 and Year 6 there are SATs. This is in addition to high quality formative assessment that is carried out daily in the classroom. Our school may also draw on more specialised assessments, for example from the Occupational therapy service. Parents will always be consulted when decisions are made to involve specialists.

Pupil progress meetings are held regularly throughout the year and involve the discussion of individual pupils by the Head teacher, SENDCo and the class teacher.

Children's progress through the school is tracked on Scholar Pack and the SENDCo analyses the progress of pupils with SEND regularly.

At the assessment stage, when concerns are raised, parents will be informed so they have a good understanding of their child's areas of difficulty and can be involved in providing extra information to aid the assessment process. Early interventions may be put in place with agreed outcomes.

Where, despite Quality First Teaching (QFT) that is targeted at the pupils' area of weakness, pupils are identified as making progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;

The pupil will be identified as having SEN and their name will be placed on the school's SEND register. The views of parents and the child (wherever possible) will be consulted.

Plan

When a child is placed on the register under 'SEND Support', the class teacher, with the parents and the support of the SENDCo will draw up an Individual Education Plan (IEP) for the child and work out the best strategies for achieving the targets, including any interventions proposed. Any necessary available resources will be allocated to help the child achieve the targets. The Child will also be involved in this process.

Do

The class teacher remains responsible for the child's learning and they should work closely with the SENDCo, HLTA TAs, specialist staff involved, to plan and assess the impact of support and interventions and how they will be linked to classroom teaching.

Review

IEPs will be reviewed two times per year and the effectiveness of support interventions and their impact on the pupils' progress will be reviewed and evaluated in line with the agreed dates. Parents and pupils will be consulted and the evaluation will be used to set new targets and possibly revise the support being provided. If a child has an EHC plan, an annual review will be held each year. Annual Reviews of the child's progress are conducted in school where all relevant parties are invited to attend according to the requirements of the Code of Practice. IEPs are produced, in conjunction with other professionals involved, to work towards achieving the goals identified in the child's initial or subsequent annual review. Progress of all children with SEND can be evaluated and/or measured as follows:

- by monitoring their individual targets
- by monitoring attainment levels recorded in class whole school assessments detailed above and looking for sustained progress appropriate to the children
- by baseline and post intervention assessment where specific time limited interventions are put in place for the child
- by considering feedback from the child
- by considering feedback from the parent

If, as a result of the additional or differentiated support received, the child is no longer considered to have SEND (ref criteria below), then, in close consultation with the child's parents that child's SEND records are closed. The criteria used in the school are as follows:

- a) The attainment gap has narrowed between him/her and his/her peers.
- b) His/her rate of progress has improved

- c) He/she now has full access to the curriculum
- d) He/she has improved levels of self-help & social personal skills

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Education Health Care Plan

In a small number of cases however, when a child makes little or no progress in spite of measures put in place under the SEN support and continues to demonstrate a significant cause for concern, where his/her needs cannot be reasonably met through the school's SEND support provision, the SENDCo, class teacher and parents may feel it is necessary to request that the local authority, in which the pupil resides, conducts an assessment of a pupil's needs. This may lead to an EHC Plan. The school or parents may also request an assessment from the local authority as soon as they are placed onto the SEND register if their needs are severe or complex.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We liaise as closely as possible with the school or nursery your child is transferring from to identify any individual needs and how best to support your child in school.

While at Great Orton Primary School we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

Our school makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.

If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

5.6 Our approach to teaching pupils with SEND

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.

- High Quality First Teaching (QFT) is our first step in responding to pupils who have SEND. QFT includes differentiation strategies to meet the individual needs of pupils. We use the term 'differentiation' to mean when teachers adapt how they teach in response to a pupil's needs. Included in this definition is 'scaffolding' which is our main approach to differentiation. Scaffolding is when pupils work to the same learning objective as their peers but with added 'scaffolds' such as word banks, visuals, sentence starters, further modelling opportunities from an adult, more detailed 'Steps to Success' or learning chunked into smaller, more manageable steps.
- In order to implement QFT, every teacher needs to know their learners and where they are in their learning journeys in relation to the curriculum. This achieved by high quality formative assessment.
- In line with QFT, this puts an emphasis on developing all pupils' independent learning skills wherever possible
- We will also provide a varied range of interventions to support the individual needs. These intervention and targets are what should be recorded is the 'different from and additional to' support which an individual may require to meet their needs beyond the usual differentiation.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by using scaffolding techniques, use of manipulatives etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Through all subjects, an inclusive broad and balanced curriculum is provided for all children.
- Every member of staff has a responsibility to use best practice to ensure the progress and well-being of all SEND children.
- We try to ensure that activities offered in school are carefully planned to include all children, regardless of SEND. In addition, the implementation of the Equality policy helps to ensure that children with SEND have their voice heard including representation of pupils with identified SEND on our school council.
- Teaching Assistants will be deployed by needs basis to support in class and implementing interventions.

We may also provide the following interventions:

- Social stories
- ELSA individual and group intervention for developing self esteem and self awareness
- Speech and language interventions: language for thinking, Language for behaviour and emotions
- Attention Builders, Lego therapy
- RWI Phonics intervention programmes- Fast Track (5-8 yrs) and Fresh Start (9-11yrs)
- Pre-teaching of vocabulary and text
- Individual reading
- ELSA techniques (Emotional Literacy Support)
- Emotional Coaching
- Drawing & Talking Therapy

5.8 Expertise and training of staff

Our SENDCo holds the national qualification for SEN.

We have a team of 5 teaching assistants, including 1 higher level teaching assistant (HLTA).

Our teachers and Teaching Assistants are trained in a broad range of interventions and regularly receive training, relevant to their current situation, to support them in providing the highest quality, personalised and focused interventions possible for our pupils.

We work with a broad range of agencies to provide support for pupils with SEN.

5.9 Securing equipment and facilities

No child should be denied access to areas of the curriculum in terms of limitations of physical ability.

The school is continuing to develop facilities and access for pupils with SEND as outlined in the Accessibility Plan.

The school uses ICT support to aid with learning;

ipads

Gross and Fine motor skills support equipment (i.e. wooden slope, Connect 12 visualiser , pencil grip supports).

The Head teacher informs the governing body of how the funding allocated to support SEN has been employed. Pupils with an EHC plan, have their needs, as described in their EHC plan, met through the appropriate deployment of resources and staff. External agencies such as the EP service, will be deployed by the SENDCo on a needs basis.

TAs (whose time is not allocated to a child with an EHC plan) are deployed in classrooms to support pupils' learning or to carry out interventions that are planned by the EP, SALT and SENDCo. There may also be the allocation of specialist equipment and different or additional learning materials that will also be resourced.

5.10 Evaluating the effectiveness of SEND provision

To monitor children's progress and the effectiveness of SEND provision the following takes place:

- termly assessments of all children in the core subjects (Reading, Writing, Mathematics and Science);
- termly pupil progress meetings are carried out with the class teacher and HT to discuss progress, attainment, intervention and support in place and the impact of these. This is fed into the support 'Plan Do Review Assess' model;
- all classes have a Provision map which identifies how the needs in each class are met at a Universal level (high quality in class provision), Targeted level (specific interventions that take place outside of class by the school team) or Specialist level (specialist involvement, such as an Educational Psychologist, Speech and Language therapist);
- IEP (Individual Educational Plans) review meetings twice yearly. Progress towards identified targets is assessed and targets adjusted as needed, with a plan for how to support the child to meet these targets;
 - Annual review meetings each year for children who have an EHC plan (Education and Health Care plan). These take place twice a year if below the age of 5 Years;
 - monitoring by the SENDCo

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing the impact of interventions after a pre-agreed number weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using IEP outcomes to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admission arrangements are the same for pupils with and without SEND. If it is known that a child due to start at Great Orton has SEND, the SENDCo and class teacher will make every effort to contact the current school setting to obtain as much information as possible in order to facilitate a successful transfer to this school.

We regularly review the steps we have taken to prevent disabled pupils from being treated less favorably than other pupils

The school's accessibility plan which you can find on the school website.

5.12 Support for improving emotional and social development

At Great Orton we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that all staff are available to provide support to match your child's needs.

Please contact your child's class teacher if you have any concerns.

At Great Orton:

- We have a zero tolerance approach to bullying
- We run the intervention programme ELSA to target developing pupils' self-esteem and self-awareness
- We run nurture/friendship support groups when needed

5.13 Working with other agencies

If a Class teacher, in partnership with the SENDCo and the child's parents, feels that a child with SEND would benefit from access to external support services (such as SALT, Occupational Therapy, Educational Psychologist, Autism Advisory Team, Visual Impairment Specialist), a referral is made by the school to which all parties will have contributed. Close liaison is kept with specialised outside agencies working with individual children.

5.14 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

If you have any queries or need further clarification, please do not hesitate to contact a member of the Special Educational Needs team, who are based at Cumbria County Council <https://www.cumbria.gov.uk>

Contact details for raising concerns

Talk to your child's class teacher about your concerns. It is likely that the class teacher will have discussed your concerns with the school SENDCo, Mrs. Wendy Cape. You may wish to arrange a meeting with Mrs. Cape through the school office. If you continue to have concerns arrange to discuss these with Mr. Walker

The local authority local offer

Our local authority's local offer is published here:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Mental Health and Well Being Policy
- Anti-bullying policy

