



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

2022 - 2024

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Signed:	
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*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Our vision is everything you will see within our daily school life: all children flourishing through the many opportunities and challenges they are presented with.

We educate the whole child to be 'the best me I can be': for learning and as a person.

Our school community, based on Christ's teaching, seeks to develop, in each child, a vision of human flourishing, built on wonder, kindness, gentleness, excellence and academic rigour, explored through moral and creative learning experiences. Our curriculum supports and shapes the development and character of the whole child. We do this by exploring British Values, and our Christian Vision, Values and Virtues which permeate our vision for education in Shankhill Church of England Primary School.

We aim to develop the vocabulary, knowledge and skills, alongside the character and spirituality, attitudes and learning behaviours needed for success in our ever-changing world. Throughout our school and curriculum offer, our clear Vision, Values and Virtues support our children to become curious, confident, resourceful and happy learners who have the necessary knowledge, communication skills, emotional literacy and characteristics that enable them to flourish and live life in all its fullness, now and throughout their lives.

Values



Virtues – My Spiritual Capacities

Be guided by my own beliefs and values. Be willing to take a stand to defend them.

Be curious and open minded when exploring life's BIG QUESTIONS.

Be willing to take risks and challenges

Reflect, learn and grow following experiences of failure as well as success.

Be intrigued by mystery and be open to an awareness of (the transcendent in the whole of life) the mysteries of life and religion.

Know me—be self-aware

Understand and empathise with the experiences of others in school, the community and the wider world.

Be ready to say sorry when mistakes are made.

Forgive myself

Forgive others.

Show understanding of others.

Show generosity towards others.

Appreciate and be thankful for what is good in the world.

Be imaginative and creative.

Appreciate the beauty in the world.

Be alive to the experiences of 'awe and wonder'.

Love me, care for me

Be comfortable with stillness and silence

Believe in my potential to achieve and find inner strength and resilience when facing challenges.

Be open to engage in reflection, meditation or prayer.

Our Mission Statement

Within our ethos:

- Our school will develop in each child a respect for others and the distinctively Christian environment we all share, so that they may become responsible, well-rounded young people;
- School will be enjoyable within a caring atmosphere in which learning will be exciting, creative and inclusive.



Shankhill C of E Primary School

Policy for Special Educational Needs and Disability

At Shankhill Church of England Primary School, in line with our school vision to *'enable everyone to flourish and live life in all its fullness'*, we are fully committed to achieving the best possible outcomes for pupils who experience special educational needs and disabilities; we strive to ensure that they are provided with a full and enriching educational experience throughout their time in school. We aim to provide an enjoyable and stimulating learning environment in which every child feels valued and is motivated to learn. As a school, we aim to enable each child to realise his or her potential to become:

- An enquiring and confident learner
- A unique and valued individual
- A responsible and active citizen
- A caring and collaborative member of the school community
- The "best me I can be".

To achieve this we will continue to live out our school vision of "Creative learning, personal achievement and happiness" to:

- Motivate and inspire children to develop a lifelong love of learning
- Provide children with opportunities to use their creativity and natural curiosity to develop their understanding of the world around them
- Enable pupils to collaborate with others and celebrate both their own and others achievements in the context of our Christian values as a church of England school
- Provide a broad, balanced and unapologetically ambitious curriculum that support and challenges each individual to explore and engage in personal development and rich learning experiences that ensure oracy, vocabulary and rich knowledge are at the heart of what we do to inspire learners to "be the best me I can be" and be prepared for their future.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2015) 3.65 and has been written with reference to the following guidance and documents:

- [SEND Code of Practice 0 – 25](#)
- [Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 0 – 25](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Schools SEND Information Report Regulations](#)

This policy has been created by the school's SENDCO, Lynnsey Batey, and forms part of the school's SEND Information Report and Local Offer which is also published on our school website.

Aims

We value every child in our school equally and fully recognise the entitlement of each child to receive the best possible education. Within our caring and supportive environment we aim to:

- Recognise and build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem and confidence.
- Give equal access to all aspects of school life through a rich variety of academic and social experiences. Our aim is to ensure that all children experience success regardless of SEN, disability or any other factor

that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.

- Ensure that effective channels of communication are maintained so that everyone involved in a child's education, with particular regard to parents and carers, are aware of the pupil's progress and Special Educational Provision made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the utmost progress possible.
- Provide staff expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Enable all children with SEND to have an education which is inclusive, broad, balanced and aspirational
- Provide a curriculum which is inclusive, supportive and adapted appropriately to meet their individual needs and ability
- Ensure that all children with SEND take as full a part as possible in all school activities
- Develop positive partnerships with parents and fully involve them in regular reviews of progress and the planning of provision for their child
- Develop positive partnerships with parents and include them in the graduated process of "Assess, Plan, Do, Review" for their child's provision. Wherever possible, the child will be included in this process
- Monitor and evaluate the progress of SEND children on a regular basis
- Establish effective working partnerships with other outside support agencies.

Areas of Need

These four specific areas give an overview of the range of needs that may be identified as special educational needs:

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

The purpose of identifying which area/s of need a child has is to help determine what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the *whole* child, which will include not just the special educational needs of the child, but their entire school experience.

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

- Having a physical disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being 'disadvantaged' thus in receipt of Pupil Premium Grant
- Being a Child Looked After

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

Our Graduated Approach to SEND Support

The school is committed to early identification in order to most effectively meet the needs of children with SEND. 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's progress is causing concern. These observations may be supported by formal assessments such as Baseline / School Assessments or SATs. Teachers will then consult the SENDCO (Lynnsey Batey) to consider what additional support may be required. Progress for children will be achieved by focussing on: classroom provision and organisation; teaching materials; teaching style/pedagogy; the learning style of the child and effective support/challenge/adaptation/differentiation. If subsequent intervention does not lead to sufficient progress then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving 'SEND Support'. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by 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/age-related expectations
- widens the attainment gap
- fails to make progress with wider developmental or social and emotional needs
- fails to make progress in self-help, social and personal skills

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 SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO and class teacher will jointly be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The class teacher and SENDCO will keep records of provision and the impact of that provision. The teacher will maintain the Individual Support Plan and keep it updated.

ASSESS - The teacher and SENDCO 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 SENDCO, external specialists and parents/carers, 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.

PLAN – Pupils and parents will be involved in the planning process as much as possible. 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 for the term, which will include the desired 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. Meetings with pupils and parents happen at least termly.

The Local Offer

Cumbria County Council's Local Offer will provide parents/carers with information about how to access services in this area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with special educational needs and disabilities are met in a mainstream setting, where families want this to happen. The school's SEND Information Report can be found on the website in the policies section of the '[Information](#)' page and the SEND section of the 'Parents' page <http://www.shankhill.cumbria.sch.uk>. This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Statutory Assessment of SEND

If the school is unable to meet all of the agreed provision from its existing financial and staffing resources, and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education and Health Care Plan (EHCP).

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- The child's Support Plan
- Records of reviews with pupils and parents, and their outcomes
- Early Help Assessment
- Medical information, where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/carers and/or child
- School
- Educational psychologist
- Health

- Social care
- Anyone else that parents/carers request
- A specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, a decision will then be made by the LA assessment officer as to whether or not to issue an Education, and Health Care Plan (EHCP). Further information can be found on the LA website at: www.cumbria.gov.uk

Annual Review of the Education and Health Care Plan

All EHC Plans must be reviewed at least annually. The SENDCO initiates the process of inviting relevant people to the meeting. This will include the pupil, parents and others close to the child who the pupil and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as well a representative from the LA. The review will look at:

- progress on actions towards agreed outcomes
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENDCO will record the outcomes of this meeting and will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require a Support Plan, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between themselves and their peers/age-related expectations
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This will be determined at the review stage.

Supporting Pupils and Families

Shankhill School is committed to working in close partnership with parents and families. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS) and supported when necessary to engage with external agencies.

Parents will be involved at every stage of their child's provision, through liaison with the class teacher and the SENDCO. Parents are encouraged to be involved with target setting for personalised plans and some home activities may be provided and encouraged. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to the annual review, along with relevant support service personnel connected to the child, and the child themselves.

Depending on the special educational need of the child, different agencies may be involved e.g.

Occupational therapist, speech and language therapist, physiotherapist, child psychologist.

If a teacher is concerned about the welfare of a child they should consult the Headteacher as Child Protection Co-ordinator / Designated Safeguarding Lead (DSL). The Headteacher Lynnsey Batey is the DSL and SENDCO. Mr Neil is Deputy Designated Safeguarding Lead (DSL).

Admissions

Pupils with an Education and Health Care Plan will be admitted to Shankhill C of E Primary School in line with the school's admissions policy and Local Authority guidance. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs and disabilities. In the case of a pupil joining the school from another school, we will seek to ascertain from parents and the previous school whether the child has special education needs and disabilities, and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will endeavour to collect all relevant information and plan a relevant curriculum and provision.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupil. An invitation will be issued for a representative of the receiving school to attend the annual review meeting in Year 5 and a transition review meeting held in Year 6.

Medical Needs

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

Some pupils may also have special educational needs (SEND) and may have an Education and Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Please refer to our 'Supporting Pupils with Medical Conditions' policy for further details.

Monitoring of the Policy

This policy will be reviewed annually ~~in the Spring Term~~ and updated in the light of new developments / legislation. Provision will be monitored and evaluated in school via staff meetings. The Headteacher will report to the governing body through the Curriculum Committee.

Training and Resources

Governors will ensure that there is a suitably experienced and qualified SENDCO who has the time necessary to undertake the role (Lynnsey Batey, Headteacher). Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher and teaching assistant time is allocated to ensure pupils receive the individual

support outlined in the individual support plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities and services.

The governing body, and SEND Link Governor (Steven Bowditch) will ensure that they are kept fully up to date with their statutory responsibilities by completing online training and receiving regular updates from the Headteacher as SENDCO. The SENDCO will keep up to date with current research and thinking on SEND matters. The SENDCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff. External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding

A proportion of the school budget received from the LA is allocated specifically for SEND pupils. The school contributes extra funding to cater for the needs of children with specific needs. Some of the funding is used to deliver specific support/teaching programmes (both group and individual.) Specific resources may also be purchased. Help and advice from external agencies such as the school Educational Psychologist, Speech and Language Therapists etc. may be required to help meet the needs of a child. The SENDCO regularly reviews and amends as necessary the provision children receive, ensuring the needs of children are met in a timely and effective manner.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision and best value.

The school [SEND Information Report](#) (on the school website) explains how the school implements the special educational needs statutory requirements, reflecting what the school has in place and is providing for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs and disabilities work. The Headteacher will keep the Governing Body informed about the special educational needs and disabilities provision made by the school. The Headteacher, as the SENDCO, will work with school staff to ensure the effective day-to-day operation of the school's special educational needs and disabilities policy. The Headteacher as the SENDCO will identify areas for development in special educational needs and incorporate these into the school's development plan where this is appropriate.

The Special Educational Needs Co-ordinator (SENCO)

The SENDCO is responsible for:

- co-ordinating SEND provision for children
- liaising with and advising teachers
- maintaining the school's SEND Register and overseeing the records of all pupils with special educational needs

- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and Children's Services and voluntary bodies
- consultation with the class teacher to ensure that Support Plans are written and that reviews take place

Role of Class Teacher and Support Staff

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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum adaptation/differentiation and assessment of pupils with SEND. They work together with the SENDCO to formulate and review Support Plans.

Reviewing the policy

The policy will be reviewed annually as part of the school's evaluation cycle. The policy is due for annual review in the Spring Term.

Accessibility

The Disability Discrimination Act (DDA), as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Details of this can be found in the school's Accessibility Plan. Shankhill C of E Primary School publishes its Accessibility Plan on the SENDs section of the Parents page of their website.

Complaints

The complaints procedure for special educational needs mirrors the school's other complaints procedures, found on the school website. Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the issue with the Headteacher
- More serious on-going concerns which cannot be resolved at school level should be presented in writing to the Governing body.