



## Cumberworth C of E First School Policy for Special educational needs and disability.

### **1. Introduction**

At Cumberworth C of E First School we believe that every child is entitled to a broad and balanced curriculum that meets their needs and that every child should be included in all aspects of school life. We want all our children, including those with SEND, to achieve well at school and to lead happy and fulfilled lives.

This policy complies with the statutory requirements in the SEND Code of Practice January 2015 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEND Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
- The Safeguarding Policy

### **2. Contacts**

Our Special Needs Coordinator (SENCO) is the Headteacher.

### **3. Aim of this Policy**

- To work within the guidance laid down in the SEND Code of Practice 2015.
- To identify and put in place appropriate provision for pupils who have SEND.
- To operate a whole school approach to the management and provision of support for pupils with SEND that takes into account all of a pupil's needs.
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with pupils with SEND.

### **4. Identification of SEND**

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Teachers and support staff are expected to identify any children who might need additional support. This includes, but is not exclusive to, pupils who have SEND. Appropriate interventions are put in place and are recorded on a provision map or support plan.

This process results in two lists of support: pupils with SEND and pupils in receipt of intervention via a provision map.

Progress of these pupils is reviewed against clearly defined and measurable targets.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments') – these alone do not constitute SEND.

The Code no longer allows for the identification of behaviour to describe SEND. Any concerns we may have about a child with behavioural needs would form an underlying part of a wider need (above) which we have recognised and identified clearly.

### **5. A Graduated, Whole School Approach to SEND Support**

Class and subject teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality first teaching. Interventions should be short, targeted and regular and be in addition to high quality teaching. This means that children will not miss entire lessons to receive intervention but that interventions will be built around quality first teaching.

If a child's needs cannot be met through quality first teaching and additional interventions based on our provision map then the school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register at SEN Support. In making this decision we consider progress, attainment over time and wider educational needs.

Every child on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child's needs are more complex, we will use a support plan to record outcomes, provision, resource and strategies in place. The child and family are fully involved in devising the support plan. Cost implications are referred to as part of the plan. Sometimes a single point referral will be necessary to find the appropriate support and sometimes Specialist Provision may be necessary.

Some children on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected

progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

## **6. Criteria for Exiting the SEN Register**

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Because we operate two systems of support - one for pupils with SEND and one for pupils who have additional needs but do not meet the criteria for SEND then children who no longer need to be on our SEND register may continue to receive support through our provision map system.

## **7. Supporting Pupils/Students and Families**

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services.

## **8. Supporting Pupils at School with Medical Conditions**

We recognise that children and young people 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 and young people 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 may also have SEND and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2015) is followed.

## **9. Monitoring and Evaluation of SEND**

This policy is reviewed annually. We capture the views of parents through discussion of the provision maps and support plans. The views of the children are sought regularly and recorded through the ongoing assessment of their progress against key targets. The SEND governor monitors provision through meeting with the SENCO. The Headteacher reports the progress of SEND children to the governors.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

## **10. Resources**

### **a) Funding for SEN**

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1-Core Educational Funding -mainstream per pupil funding (AWPU)

Element 2 -Schools Block Funding

Element 3 –High Needs Top Up

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEND support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by top up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

## **11. Workforce Development**

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

## **12. Roles and Responsibilities**

The school has an allocated SEND governor. He/she meets with the SENCO at least annually and monitors the progress of pupils/students with SEN

The Designated Teacher for Safeguarding is the Headteacher.

The member of staff responsible for Looked After Children is the Headteacher.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is the Headteacher.

## **14. Reviewing the Policy**

We will review this Policy annually.

## **14. Accessibility – Statutory Responsibilities**

Refer to the Accessibility Plan.

## **15. Dealing with Complaints**

Refer to the Complaints Policy and procedures.

Reviewed full governing body: October 2022