Stanwix School

SEND and inclusion policy

Policy Owner	Full Trustee Board
Approved by	*This policy is currently under review and has been updated to reflect staffing changes*
SENDCO	Anna Shields
Wider Send and Inclusion team	Anna Shields Darren Glynn, Head Teacher. Mrs Edminson, Deputy Head Teacher, Mrs Watson, Pastoral co-ordinator, Jen Barry, Strategic Business Leader

Together we learn, together we grow, together we thrive.

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Joy • Kindness • Ambition • Belonging

Legislation and guidance

This policy and our separate SEN Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) 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, SEN co-ordinators (SENCOs) and the SEN information report

Introduction

Stanwix School is committed to providing a high-quality education to all children, including those identified as having Special Educational Needs and/or Disabilities (SEND). Every child has an equal entitlement to a broad and balanced academic and social curriculum, with everyone fully included in every aspect of Stanwix School life. Every child is equally valued and we strive to develop an environment where all children can flourish and feel safe.

Aims and Objectives

Our SEND policy and separate SEN Information Report aim to:

- Ensure the SEND Code of Practice 0 to 25 years (2015) and the Children and Families act 2014 are

fully implemented within Stanwix Primary School;

- Set out how our school will support and make provision for pupils with SEND;
- Ensure that the special educational needs of children are identified, assessed and provided for as

early as possible;

- Create an environment that meets the special needs of every pupil;
- Ensure all pupils have equal access to a broad, balanced and differentiated curriculum;
- Promote children's self-esteem and well-being;
- Ensure parents are kept fully informed and are engaged in effective communication about their

child's SEND, for example, through regular review meetings;

- Promote effective working partnerships with the Local Authority and other outside agencies, where

appropriate, to support children's individual needs;

- Involve parents/carers at every stage in the plans to meet their child's additional needs, and where possible, involve the children themselves in any decision making;
- Ensure that children with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by all staff and parent/carers.

Roles and responsibilities

The Role of the Trustee Board:

The trustee with responsibility for SEND is Mrs Lynsey Batchelor

Lynsey Batchelor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the trustee board on this;
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school;
- Ensure that school produces a 'Local Offer' setting out in one place information about provision available for children and young people in their school who have SEND;

Trustees are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The Role of the SENDCo

The SENDCo is responsible for:

- overseeing the day-to-day operation of the SEND and Inclusion policy,
- overseeing the records of all children with SEND, ensuring that they are kept up to date,
- co-ordinating provision for pupils with SEND ensuring there is liaison with parents and other professionals in respect of pupils with SEND,
- advising and supporting other practitioners in the school,
- contributing to the CPD of the staff,
- liaising with external agencies including the LA's educational psychology services, health and social services and voluntary bodies,
- working with the Headteacher, SLT and SEND trustee to determine the strategic development of

the SEND policy and provision in school,

- organising and managing annual reviews of children with Education Health Care Plans (EHCPs),
- liaising with Nurseries and KS3 to ensure smooth transitions for children with SEND, and ensuring

that the school meets it responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements

The designated teacher with specific safeguarding responsibility is Rachel Edminson (Deputy Headteacher) The designated person for Children looked After (CLA) is Anna Shields (SENDCo)

The member of staff with responsibility for meeting the medical needs of pupils is Anna Shields (SENDCo)

The Role of Class Teachers

Class teachers have the primary responsibility for the provision and support for children with SEND in their class.

The class teacher is responsible for:

- The progress and development of every pupil in their class;
- Identifying children within their class that are experiencing difficulty with their learning and/or

social, emotional needs; and raising these concerns in the correct way;

- Writing and reviewing support plans for pupils with SEND, with the support of the SENDCo and/or

any specialist teachers involved;

- Working closely with SENDCo, teaching assistants or specialist staff to plan and implement

interventions linked to classroom teaching;

- Reviewing the progress of children with SEND during termly pupil progress meetings held with the

Headteacher and SENDCo;

- Liaising with parents about the progress of their child, and identifying possible barriers to learning;

Curriculum Access and Provision

Class teachers are responsible for the progress and development of all pupils in their class. We aim to be as inclusive as possible through a range of provision, which may include:

- Making reasonable adjustments
- Adapted resources
- In-class support from TA, HLTA

- Alternative learning materials or specialist equipment
- Using suggested strategies and advice from external specialists
- Interventions, small group withdrawal and/or individual withdrawal
- Support plans, reviewed termly with parents and class teacher

Identifying Special Educational Needs and Disabilities (SEND)

We monitor all pupils who are not making adequate progress in the four broad areas, as identified in The SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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

According to the 2015 Special Educational Needs and Disability (SEND) Code of Practice, a child is regarded as having SEN 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 provision that is additional to, or different from, that made generally for other children or young people of the same age

Quality-First teaching, is the first step in responding to pupils who have, or may have SEND.

Teachers are responsible and accountable for the progress and development of the pupils within their class, including where pupils access support from teaching assistants or specialist staff.

The progress of all pupils at Stanwix School is monitored and reviewed regularly through pupil progress meetings which take place with class teachers, Headteacher and the SENDCo

SEND identification process

Initial Concerns

When a teacher has a concern about the progress of a child in their class they will follow our school procedure to record and share concerns with all involved by:

- firstly, discussing any concerns with parents;
- alerting the SENDCo using an 'initial concern' form
- liaising with the SENDCo to identify the additional needs and to plan and implement targeted

support. This could include group or individual interventions;

Following an Initial concern, a child will be added to the school monitoring list

Pupils on the monitoring list will be monitored over two half-terms and targeted for discussion in pupil progress meetings

If, after two half-terms there continues to be concerns in relation to progress the SENDCo will work with staff and parents to assess whether the pupil has SEND.

SEN Register

If there is limited progress and further concern, a child may be added to the SEND Register.

In line with the SEND Code of Practice, we will follow a graduated 'assess, plan do, review approach as is set out in the SEN Code of Practice 2015 section 6.45 to 6.56.

A support plan (SP) will be drawn up. This will be written by the class teacher in consultation with parents and where appropriate, the child. The SENDCo will be consulted as necessary throughout this process. Targets will be child friendly and SMART (Specific, Measurable, Achievable, Relevant and Time-Bound)

All Support Plans will be reviewed at least every term. Support Plans can include:

- Short-term targets set for the child
- Teaching strategies to be used
- Provision to be put in place
- How the targets will help the child in their learning
- How the child can be successful
- Who is responsible for carrying out the work
- Pupil voice: the strengths and areas of need from the child's point of view
- Who can help and how

If a pupil is making insufficient progress despite support at SEND status, the SENDCo may seek further advice from appropriate external specialists by completing a Local Authority 'request for support' form. The SENDCo will keep parents/carers and pupils fully involved and informed about any proposed referrals or interventions.

If a child no longer requires support that is in addition to or different from our differentiated Quality First Teaching approach, they will be removed from the SEND register.

The special educational needs of most children will be met through the process highlighted above. For children with significant or complex SEND, a Statutory Assessment may be requested. This is carried out by the Local Authority and following this, an EHCP may be put in place.

Pupils with an EHCP will have an Annual EHCP Review Meeting. This will be attended by parents, school staff and any external specialists involved in supporting the child's needs. A report containing recommendations from the review meeting will be submitted to the Local Authority, and a decision will be taken as to whether to maintain, amend or cease the EHCP, using the procedures described in Section 9 of the SEND Code of Practice.

Some children with very specific needs may also qualify for non-statutory funding from the Local Authority (e.g. toileting programmes.) This funding will be sought by the SENDCo as appropriate.

Allocation of Resources

The Headteacher, through discussions with the SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for children with EHCPs.

The Headteacher and SENDCo meet regularly to look at the allocation of funding across school, making adaptations to support for individual and groups of pupils as appropriate.

This information is shared with the governing board as appropriate.

The effectiveness of the resources for special educational needs is monitored as part of the on-going process of self-evaluation in school.

Accessibility

As a school we are happy to discuss individual access requirements. We have an 'Accessibility Policy' which gives more detail.

Expertise & Training of Staff

The school undertakes a regular audit of staff training needs related to supporting our pupils with SEND.

The SENDCo, in consultation with the Headteacher and Senior Leadership Team will provide training through the INSET programme to ensure all staff are fully informed of relevant SEND issues and procedures within school.

Evaluating the impact of SEN provision

We evaluate the impact of provision for our pupils with SEND by:

- Reviewing pupils' individual progress towards their support plan targets and progress each term;
- Using SEND Assessment (pre-key stage targets) to monitor small steps of progress at the end of

each key stage, for pupils working significantly below age related expectations;

- Using a small-step assessment criteria for children working significantly below age related

expectations. Updating these assessments termly.

- Regularly reviewing the impact of interventions;
- Carrying out monitoring activities – such as, support plan audits, classroom observations, year

group meetings.

- Holding annual reviews for pupils with EHCPs, and seeking the views of pupils and parents through

this process;

- Collecting pupil, parent and staff voice as appropriate through questionnaires, and working groups.

Partnership with Parents

http://www.stanwix.cumbria.sch.uk

Class teachers work closely with parents throughout their child's education. Parents should in first instance contact the class teacher in case of any concern or difficulty.

Parents will be informed by school staff as soon as possible if any concerns have been identified. They will be invited to come into school to talk about the needs of their child. New and reviewed support plans are discussed with parents as part of the target setting process. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

Parents will be informed if their child is placed on the SEND register.

The school provides information about the Cumbria Local Offer and Cumbria SEND Information, Advice and Support Service to parents of pupils with special educational needs or disabilities.

The Local Authority Local Offer can be found at:

http://search3.openobjects.com/kb5/cumbria/fsd/home.page

Transition procedures and links with other schools

Transition programmes are put in place where necessary to support children with SEND when moving from: Nursery to Reception, to key stage 1 and to key stage 3.

Meetings are held with the SENDCo and class teachers at Nursery Schools and our feeder Secondary school, during the summer term and transition activity programmes are put in place where needed.

Additional transition activities and visits are arranged for pupils with SEN and/or an EHCP as appropriate

For pupils who transfer to Stanwix School at other times and from other schools, discussions are held between key staff at both schools.

Transition activities may also be put in place to support children with transitions within Stanwix School as necessary, for example from one year group to the next.

The SENDCo liaises with SENDCo's of all relevant secondary schools to ensure that effective arrangements are in place to support our year 6 pupils at the time of transfer. For pupils with EHCPs or specific SEN, additional transition activities may be planned. These will be arranged in discussion with the pupil, their parents and secondary school staff.

Specialist Provision and links with other agencies

The school works closely with a range of external specialists when identifying, assessing and making provision for special needs pupils.

The named Local Authority EHCP Key Worker for our school is Deborah Bowman

Complaints procedures

The school's complaint procedure can be found on the school website

Parents can request the services of an independent disagreement resolution. The SENDCo will provide more information about this upon request.

Monitoring the Special Educational Needs Policy

This policy and information report will be reviewed by Anna Shields (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.

Author/Owner Date Revised Date of next review:

Sara Ruddick November 2015 February 2017

Sara Ruddick February 2017 February 2018

Kerry Thompson February 2018 February 2019

Kerry Thompson June 2019 June 2020

Kuldip McMullen July 2021 July 2022

September 2022 Separated into Information Report Anna Shields July 2023 and SEND and Inclusion Policy

April 2024 July 2024 Altered EHCP coordinator and initial Anna Shields concern procedure

Added new assessment information

September 2024 Anna Shields September 2025 Small amendments