St Cuthbert's C of E Primary School
Special Educational Needs and Disabilities Policy

Vision:

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

Mission statement:

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

Our Vision

At St Cuthbert's C of E School our vision is that we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God. We nurture an understanding that we are all of equal value and infinite worth. We believe that all children are special and all children are individuals. Our mission; 'Learning to love, loving to learn in the family of Christ' is at the heart of ensuring every pupil fulfils their potential, flourishes and enjoys a rewarding experience at our school. By enabling children with a special educational need or disability to access all areas of the curriculum and school life, this policy supports the principles that every child should; enjoy and achieve, make a positive contribution, stay safe and be healthy.

Our Aims

We aim to provide all children with a focussed and worthwhile education by offering quality first teaching experiences, giving targeted support that is regularly evaluated, providing appropriate equipment and resources and ensuring all children feel supported and encouraged to succeed. We aim to give all children the chance to develop the skills that they need, in order to become responsible citizens and to cope with adult life.

In order to meet the needs of our children, the following objectives are closely adhered to:

- To ensure a broad and balanced curriculum that provides learning opportunities for all children and meets the requirements of the EYFS framework and the National Curriculum 2014.
- To ensure that work set for children is interesting, at a level that they can achieve and that challenges, and helps them to develop the skills they need to learn.
- To ensure that children with learning difficulties are identified and assessed as early as possible and that teaching strategies are used that match the children's needs and help them overcome barriers to learning.

- To include children in their learning journey. Take into account their views and use them to create an engaging, personalised learning experience and environment.
- To provide focussed, targeted support to those children identified as having a Special Educational Need or Disability, that is regularly monitored, evaluated and acted upon. (Assess, Plan, Do, Review)
- To assess children at regular intervals to ensure targets set are focussed and challenging and to ensure work is appropriately differentiated to meet their needs.
- To encourage the involvement of parents in the education of their children by creating a welcoming atmosphere; where parents are listened to, are well informed and are involved in all relevant discussion regarding the progress and holistic development of their child.
- To ensure that all staff are aware of their responsibilities regarding Special Educational Needs. All teaching staff have a responsibility to ensure all children in their class develop, both academically and holistically.
- To ensure staff are aware of the SEND Code of Practice 2014 and that recommendations regarding practice and policy are acted upon.

Definition of Special Educational Needs

The Government document; Special Educational Needs and Disability Code of Practice 2014, defines Special Educational Needs as follows:

A child or young person has SEN 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.

SEND provision at St Cuthbert's is educational provision that is additional to and different from that made generally for other children of the same age.

St Cuthbert's C of E Primary School takes seriously its responsibility to children covered by:

- SEND Code of Practice 2014
- The Equality Act 2010
- Children and Families Act 2014
- Mental Capacity Act 2005
- The Special Educational Needs and Disabilities Regulations 2014

School strives to uphold the high standards of SEND Provision set by Blackburn with Darwen LEA.

The four broad areas of Special Education Needs are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

More specific areas of need may include any of the following:

- Speech and language difficulties
- Specific learning difficulties
- General learning difficulties
- Cognitive learning difficulties
- Physical/sensory difficulties
- Social, emotional and behavioural difficulties

The Role of the Governors and Headteacher

The Governors and the Headteacher have the ultimate responsibility to ensure the provision for SEN at St Cuthbert's follows that which is set out in the Special Educational Needs Policy. The Headteacher has responsibility for the

day to day management of SEND in school. The Governors, along with the Headteacher, establish the school's philosophy, funding and deployment of staff.

The Role of the Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENDCO is responsible for the day to day running of the SEND Policy in school. Responsibilities include:

- Liaising with parents of children with SEND (often alongside the class teacher) and with external agencies involved.
- Ensuring children with SEND have a voice about how best to support them and ensure staff are well informed about this.
- Liaising with Governors, the Headteacher and other members of the Senior Management Team regarding matters connected with SEND.
- Liaising and working with Specialists and Advisory Teachers to ensure children receive the correct support needed.
- Advising and supporting colleagues about the provision and assessment for children with individual needs.
- Ensuring school has appropriate, effective resources that meet the needs of the children and help them to make progress.
- Ensuring staff in school have up to date training that is needed to support the children.
- Ensuring assessments are regularly carried out and steps are taken to meet the needs of the children.
- Overseeing and supporting staff to develop IEPs that are specific and achievable for each child with SEND.
- Keeping the Headteacher and the Governors informed and updated.
- Ensuring all paperwork for children with SEND is up to date and shared with relevant professionals.

The Role of the Class Teacher

The class teacher plays the important role of ensuring all children's needs are met and that children are both supported and challenged in the classroom. They must:

- Deliver Quality First Teaching in all lessons and adapt teaching so that all children have access to the curriculum.
- Identify SEND as early as possible so that the graduated response can begin.
- Manage daily interventions and keep a chronology of intervention, which can be passed up to the next teacher.
- Create IEPs and ensure they are up to date and reviewed termly.
- Contribute to EHCP, Annual Reviews and the 'Plan, Do, Review' cycle and attend meetings.
- Liaise with parents, SENDCO and outside agencies.

The Role of the Teaching Assistant

The Teaching assistants work closely with the Teachers and the SENDCO. They:

- Liaise with the Class Teacher regarding the planning and delivering of lessons, as well as the expected outcomes for all children.
- Work closely with the Class Teacher to help support and challenge children during lessons.
- Adapt teaching so that all children can access the learning.
- Help children keep on task, follow instructions and teach children strategies to work independently.
- Deliver structured interventions in one - to – one or small group settings.
- Take on a pastoral role and support children emotionally.
- Value children and promote positive self-esteem and self-worth.
- Encourage and reward positive behaviour.

Identification, Assessment and Review Procedures

St Cuthbert's know the importance of identifying a child with special educational needs and difficulties as soon as possible. Some children are identified before they start school and may have support from a Specialist Support Practitioner from the Early Years SENDSS Team. School works closely with the team and professionals involved to ensure support consistently continues and is reviewed regularly.

It is the duty of the class teacher to assess and review the progress of the children. Informal teaching assessments, formal assessments and screening are

used to identify children working below Age Related Expectations. Data of assessments is monitored by the SENDCO and Senior leaders regularly and is used to identify which children need extra support. Those children who are working below Age related Expectations will have an Individual Education Plan (IEP) which will set targets for their specific needs. They will receive suitable, targeted intervention and adaptations to their learning. Those interventions will be reviewed to ensure effective and structured support is given and the children make progress. These are used as working documents to ensure progress takes place. They are reviewed three times a year. Children who are significantly below Age Related Expectations will be closely monitored and will be referred to Blackburn with Darwen SENDSS, who will offer advice on strategies to support them in school.

If a child has an EHCP, PIVATS (Performance Indicators and \value Added Target Setting) assessment can be used to identify specific areas of need and to track progress in small steps. This information is used to compile a set of individual targets for the child to work on. Pre Key Stage assessment can also be used if it best suits the child.

The class teacher and the SENDCO will regularly monitor the progress of the children who need extra support. Parents and the children will also be involved in this process to ensure the support given is best suited to the child.

Monitoring

Staff monitor children's progress on a daily basis. If a Teacher has a concern:

- They will complete an 'Identification of Need' assessment and use Quality First Teaching strategies and refer to Quality First Teaching Inclusive Classroom document, as well as Blackburn with Darwen Graduated Response document for advice on strategies that can be put in place.
- If there are still concerns, staff will complete an internal referral form to request additional advice and support from the SENDCO. The Graduated response will begin and parents will be involved.

Graduated Response

If this level of intervention is still not meeting the children's needs The SENDCO begins the process of Assess, Plan, Do, Review:

- The SENDCO will carry out observations and assessments and offer advice of next steps.
- An IEP will be compiled to target the areas of need of the child. These targets will be SMART and will be monitored and reviewed.
- A chronology of strategies and interventions will be documented which will also begin to track any referrals and involvement from outside agencies.
- Parents will continue to be involved to discuss the IEP and the support package to ensure progress is being made towards them.
- This process will be reviewed regularly to ensure it continues to meet the needs of the child.
- If further support is still needed an application for an EHCP will take place.

Parent Involvement

St Cuthbert's have an open door policy and welcome parents to be actively involved in their child's education. Their involvement is valued and can help to gain a better understanding of the child. Parents will be informed of their child's progress both formally through reports and assessments and informally through Class Dojo and by being available in person daily. For children who have an IEP, it is hoped that parents will be actively involved in their child's progress. The school welcomes their comments and welcomes them to attend any meetings; formal and informal about their child. For those parents who need support, meetings can be arranged with a representative from Blackburn with Darwen's Parent Partnership Team and SENDIASS. They are there to help, support and guide parents through the education process.

The Child's Voice

Where possible, St Cuthbert's believe children should be involved and have their say regarding their education. This can prove very beneficial to find out what helps them learn, what they believe their barriers to learning are and what they think they need support with. This depends on the maturity of the child. They

are encouraged to have their views written for them by an adult of their choice for review advice or for a request for involvement.

Inclusion

St Cuthbert's is very proud of being an inclusive school. It aims to integrate and include all children and adults, especially those children with SEND, wholly into school life whenever possible and make the schools EYFS framework and National Curriculum accessible to all. All children are encouraged to help and support each other and to value diversity. School trips and extra-curricular activities take into account the nature of a child's SEND and provision is made to allow them to take part. All children with SEND are given the opportunity to be included in whole school assemblies and events. Prospective parents and children are welcome to look round the school at any time and the SENDCO and the Headteacher are always available to discuss any concerns parents may have regarding their child's needs.

Access to a Broad and Balanced Curriculum

All children are entitled to have a broad and balanced curriculum. Some children will need adaptations to enable them to access this. School use a variety of methods to ensure all children can access the curriculum. Teachers ensure scaffolding and differentiation by:

- Considering the learning styles of the children and using a multi-sensory approach
- Introducing new and specific vocabulary to support learning
- Use of a variety of teaching styles and modelling
- Adult or peer support given where appropriate
- Allowing opportunities for reinforcement
- Compiling individual education plans
- Using alternative ways of recording work
- Allowing additional time and brain/ movement breaks for those that need it
- Ensuring the learning environment is well resourced and supports learning

Teachers and Support Staff also strive to ensure that children with Special Educational Needs and Disabilities flourish by:

- Creating opportunities for success and praise
- Promote enthusiasm for learning
- Valuing individuals and their role in school
- Enhancing a child's self-esteem
- Supporting children to have the courage to try new challenges
- Using a wide variety of resources to support and encourage learning
- Allowing children to become independent learners where possible
- Encouraging cooperative tasks with their peers
- Small group work
- One to one support where needed

Special Facilities in School to Meet the Individual Needs of the children.

St Cuthbert's school grounds are assessed regularly to make sure it is easy and safe to use for those with visual and physical impairments. There is a disabled toilet that is suitable for wheelchair access, along with a bathroom with special facilities for changing and washing children. Also, there are calm spaces around the school for those who need a sensory break, as well as a calm room and a sensory room. For those children who need emotional support there is a nurture room.

Specialisms in School

- The SENDCO has achieved the National Qualification for SEN Coordination.
- School have a Qualified Family Support Worker that supports and coordinates support, from other agencies for families.
- Staff are trained and are kept updated on Quality First Teaching to meet the neurodiversity of needs in the classroom.
- There are a number of staff that are ELSA and Nurture trained who offer counselling to children who need it.
- Training has been given to staff on Trauma and Attachment Disorders.
- Staff have had Team Teach 1 Training.
- Training has been given on Emotion Coaching

- Some staff are trained to deliver specific interventions in school.

In-service Training

Internal staff development takes place regularly during staff meetings, twilights and Inset days. Training needs are identified through the School Improvement Plan, Teaching and Support Staff Audits and training is planned accordingly. Training can take place online or in school, individually or as a whole school. Courses from the LEA are also attended by the SENDCO to ensure provision is up to date and accurate.

Links with Outside Agencies

The SENDCO liaises regularly with outside agencies such as the School Nurse, Children's Services, SENDSS, (Blackburn with Darwen) Speech Therapists Educational Psychologists, Occupational Therapists and Paediatricians. The SENDCO coordinates these agencies to come together to get a holistic support package for children. They are invited to observe children, identify their needs, support and advise on strategies and resources to meet the child's needs. The Blackburn with Darwen SEND Support Service:

- Observe children and identify their needs
- Work alongside staff to provide support and advice on the use of strategies and resources
- Advise on SMART targets to be used on IEPs
- Provide detailed diagnostic testing
- Liaise with and support the SENDCO
- Support the SENDCO in the review process
- Work with and advise Teaching Assistants.

School values the input of all outside agencies and strives to work closely with them in order to get the best provision for the children.

Safeguarding

Children with Special Educational Needs and Disabilities can face additional safeguarding challenges. Governing bodies and Senior Leaders should ensure their child protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. They do not always have the ability to use their voice when facing distress and/ or worry. Communication barriers can make it more difficult to recognise indicators. Possible indicators such as behaviour, mood and injury can be assumed to be part of the child's disability and may not be investigated further. Children with SEND are more prone to peer group isolation and could be subjected to bullying. All members of staff have regular Safeguarding training and follow the Safeguarding Policy if safeguarding issues arise.

Admission arrangements

All children with Special Educational Needs have a right to be educated in a mainstream school. If a child has an EHCP, the LEA, following consultation with parents and others, will name a school on the document, where the child's needs will be met. The LEA takes into consideration the suitability of the school to meet those needs. If parents disagree they have a right to appeal to an independent tribunal.

Arrangement of the Resolution of Disagreements

Parents have the right to complain if they feel the provision for children with SEND is not acceptable. They may:

- Speak to the Class Teacher
- Then speak to the SENDCO with or without the Class Teacher, then
- If still not satisfied the SENDCO will arrange a meeting with the Headteacher, parents, Class Teacher and SENDCO.
- If the parents are still not satisfied they may put a formal complaint in to the Governing Body.
- If still not satisfied, parents can put a formal complaint in to the LEA.

Blackburn with Darwen's Parent Partnership are an independent team that are there to support parents and provide training on all aspects of SEND

assessment processes. They can provide a link volunteer to support parents during meetings and can improve communication between parents, schools, the LEA and other professionals. SENDIASS is an impartial service that supports parents of children with Special Educational Needs and Disabilities.

Special Educational Needs Governor Representative: Stacey-Jo Thomas

Special Educational Needs Coordinator: Carol Parker

Policy Written- September 2024
To be reviewed- September 2026