



**CROSBY-ON-EDEN
CHURCH OF ENGLAND PRIMARY SCHOOL**

*“I have come in order that you might have
life – life in all its fullness’ John 10:10*

**SPECIAL EDUCATIONAL
NEEDS & DISABILITY POLICY**

Date Policy adopted by Governors	March 2025
Review date	March 2025
Review schedule	Annually
Review responsibility	Learning & Teaching Sub-Committee
Signed (Head) <i>C. Green</i>	Signed (Chair of Governors) <i>LJ Clark.</i>

Crosby on Eden CofE Primary (Academy Status)

Policy for Special Educational Needs and Disability (SEND)

At Crosby on Eden C of E Primary School, we are committed to achieving the best possible outcomes for all pupils including those who experience special educational needs; 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. By providing a safe, supportive and secure environment where self-confidence can grow, we actively encourage children to feel valued and give every child the entitlement to a sense of achievement. 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

To achieve this we will:

- 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 school

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:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2015)
- Schools SEND Information Report Regulations (2015)

This policy has been created by the school's SENDCO, Ayesha Weston, and forms part of the school's SEND Information Report which is published on our school website.

Our SENDCo is Claire Keitch, Headteacher, email address head@crosby-on-eden.cumbria.sch.uk . She has the national SENDCo Award.

Aims

We value every child in our school equally as a unique gift from God 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 to 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:

- To early identify and provide for pupils who have SEND
- To work within the guidance provided in the SEND Code of Practice , 2014
- Enable all children with SEND to have an education which is inclusive, broad and balanced
- Provide a curriculum which is differentiated and appropriate 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/carers 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 always be included in this process;
- To systematically assess children's abilities and progress to ensure they are making optimal progress towards their learning targets;
- Monitor and evaluate the progress of SEND children on a regular basis;
- Establish effective working partnerships within school and 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. (A simple description of each of these categories can be found at Appendix 1.)

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 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.

Definition of SEND

A child or young person has SEN if he/she has 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 young person has a Special Educational Need if he/she:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, P4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ SEN Code of Practice (2014, P5)

Our Commitment to Inclusion and Graduated Approach to SEND Support

This is an inclusive school and we are committed to ensuring that all children in the school are given equal access to all areas of the curriculum.

Inclusion is about creating an environment that provides the opportunities for all to succeed. We recognise that incorporating an inclusive practice is paramount to first quality teaching. To do this we will continue to improve existing skills and expertise to meet individual educational needs. We will make sure that all children are welcomed into the school community and have opportunities to raise their achievements.

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, SATs. Teachers will then consult the SENDCO (Claire Keitch) 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; the learning style of the child and effective 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 teacher would meet with parents to discuss the child's needs and with the child, 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;
- 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 personalised SEND 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 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

Cumberland 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 school and colleges will support them, and what they can expect across the local settings. The local offer can be found at

[Cumberland's SEND Local Offer | Cumberland SEND](#)

Schools are supported to be as inclusive as possible and wherever possible, and the needs of pupils with special educational needs 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 'About Us' page:

<http://www.crosby-on-eden.cumbria.sch.uk>

This indicates the type of provision the school currently offers to pupils with SEND 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 SEND 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:

[Cumberland's SEND Local Offer | Cumberland SEND](#)

Annual Review of the EHC Plan

All EHCPs 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 SEND Support Plan, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between themselves and their peers
- 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

The 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. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHCPs 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 is the DSL and SENDCO.

Admissions

Pupils with an Education and Health Care Plan (EHCP) will be admitted to Crosby on Eden School in line with the school's Admissions Policy. 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. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has special education needs 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, differentiated curriculum.

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 pupils. An invitation will be issued for a representative of the receiving school to attend the 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 as stated in the Statutory Guidance on Supporting pupils at school with medical conditions April 2014. 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 may also have special educational needs (SEND) and may have an Education and Health Care Plan (EHCP) 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 and updated in the light of new developments / legislation. Provision will be monitored and evaluated in school via staff meetings / Senior Leadership Team meetings. The Headteacher will report to the governing body through the Learning and Teaching Subcommittee.

Training and Resources

Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher 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.

The governing body 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 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. Sometimes the school may need to 'buy' in this support and so funding is used from the SEND budget.

The SENDCO, alongside the class teacher, 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 work. The Headteacher will keep the Governing Body informed about the special educational needs 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 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 List 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 Childrens' Services and voluntary bodies
- consultation with the class teacher to ensure that SEND 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 differentiation and assessment of pupils with SEND. They work together with the SENDCO to formulate and review SEND Support Plans.

Reviewing the policy

The policy will be reviewed annually as part of the school's evaluation cycle.

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 dated November 2015. Crosby on Eden School publishes its accessibility plan on the front page of their website.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. 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

Appendix 1 - 4 Broad Areas of Concern (Code of Practice 2014) Broad areas of need descriptors

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.