



BURGH BY SANDS SCHOOL

Special Educational Needs Policy

Signed (SENDCO)	<i>S. Robson</i>
Approved by	Awaiting approval by Governing Board
Role	
Next review date	4 th October 2025

Annual Reviews

Date reviewed	Name of reviewer and any notes	Next Review
September 2021	Sonia Southern (Headteacher)	September 2022
September 2022	Sonia Southern (Headteacher)	September 2023
September 2023	Sonia Southern (Headteacher)	September 2024
September 2024	Reviewed and updated by Sarah Robson (New Headteacher/SENDCo)	September 2025

We, at Burgh by Sands School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes

We are committed to giving all our children every opportunity to achieve the highest of standards and we do this by taking account of children's varied life experiences and needs. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our Policy, SEND Information Report and Response to the Local Offer are developed annually and reflected on current need of pupils, as well as staff skills to provide support for potential new pupils. These reflect the Code of Practice (2014). We want all pupils, regardless of need to achieve their full potential and have access to all activities. We aim to remove barriers to learning through highly skilled staff and teaching.

Statement of intent

This policy outlines the framework for Burgh by Sands School to meet its duties and obligations in providing high quality education to all of its pupils, including pupils with special educational needs and/or disabilities or learners that are vulnerable. This policy follows the guidelines set out in *Special educational needs and disability code of practice: 0 to 25 years (2014)*. We aim to:

- Involve children, parents and young people in decision making.
- Identify children and young people's needs.
- Collaborate between education, health and social care services to provide support.
- Provide high quality provision to meet the needs of children and young people with SEN/D.
- Offer greater choice and control for young people and parents over their support.

Objectives

The aims of our policy and practice are:

- Ensure that the special educational needs of children are identified, assessed and provided for as early as possible
- Set out how our school will support and make provision for pupils with SEN
- Explain the roles and responsibilities of everyone involved in providing for all pupils with SEN
- Support a school environment that meets the special educational needs of each child
- Ensure all children have equal access to a broad, balanced and differentiated curriculum and can be fully involved in their learning
- Promote children's self-esteem and emotional well being
- Ensure parents are kept fully informed and are engaged in effective communication about their child's SEN
- Promote effective working partnerships with the Local Authority and other outside agencies, where appropriate, to support children's individual needs

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Special educational needs and disability code of practice: 0 to 25 years (2014).
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education. (September 2024)
- Working Together to Safeguard Children. (Last updated December 2023)

Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of special educational need

The four broad categories of needs set out by the *Special educational needs and disability code of practice: 0 – 25 (2014)* are:

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

At Burgh by Sands School, we aim to identify the needs of pupils by considering the needs of the whole pupil which will include not just the educational needs of the pupil. When looking at the needs of pupils we will look at areas such as:

- Attendance and punctuality
- Health and welfare
- EAL
- Pupil Premium (Free school meals, disadvantaged, children looked after and Previously children looked after)
- Armed Forces children
- Medical needs
- Disability

Children with English as an Additional Language

Definition

A child who has English as an Additional Language is a child whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL children are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language. If an EAL child struggles with their first language then they may have SEND.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all children regardless of ethnic, cultural or linguistic heritage. We aim to include all children and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school.

Children who are looked after in local authority care

Burgh by Sands School recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to:

- attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher (DT) for children who are looked after. At Burgh by Sands School this is **Mrs Sarah Robson**. The responsibilities of our designated teacher includes:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- ensuring that children who are 'looked after' have access to the appropriate network of support.
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern).
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times.
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the County's, 'The Virtual School (VS) for Children' which promotes the educational needs of Children who are Looked After and monitors admissions, PEP completion, attendance & exclusions.

Roles and Responsibilities

The Headteacher, Mrs Sarah Robson has a responsibility to:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met even though responsibility in the first instance is on the class teacher.
- Make sure that the Governing Body is kept up to date about issues relating to SEND.
- Regularly and carefully review the quality of teaching for pupils at risk of becoming vulnerable learners, as a core part of the school's performance management arrangements.

The SEND and Inclusion Leader, who is Mrs Sarah Robson, supported by Mrs Sheena Hetherington (HLTA) have a responsibility to:

In line with the recommendation in the *Special educational needs code of practice 0 - 25* (2014), the SENCO will be responsible for:

- Being a qualified teacher.
- Attaining the National Professional Qualification Special Educational Needs within three years of appointment. (Stared October 2024)
- Collaborating with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of the SEN/D policy and provision in the school.
- Working with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertaking day-to-day responsibility for the operation of the SEN/D policy.
- Coordinating the specific provision made to support individual children with SEN/D, including those who have EHC plans.
- Liaising with the relevant designated teacher and designated officer where a looked after pupil has SEN/D.
- Advising on a graduated approach to providing SEN/D support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEN/D.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents, carers, and other agencies, including SEN/D charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals providing a support role to the family.

- Ensuring, as far as possible, that pupils with SEN/D take part in activities of the school together with those who do not have SEN/D.
- Ensuring that the school keeps the records of all pupils with SEN/D up-to-date.
- Informing the child's parents that SEN provision is being made, where the child does not have an EHC plan.
- Meeting termly with class teachers/staff to review SEN provision.
- Meeting termly with all stakeholders to review and plan SEN provision.
- Carrying out appraisals for the SEN team.
- Working as a part of the Senior Leadership Team analysing national data and in-house tracking.
- Implementing and monitoring a cycle of assess, plan, do and review.
- Maintaining and analysing the whole school provision map for SEND and vulnerable learners in consultation with the Senior Leadership Team.

Class teachers have a responsibility to:

- Plan and review support for their children with SEN/D, on a graduated basis, in collaboration with parents, the Inclusion Leader SEND and the pupil.
- Set high expectations for every child, aiming to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to children achieving and learning.
- Seek advice from the SENDCO
- Ensure that the school's SEND policy is followed in their classroom and for all children that they teach with any SEND.
- Ensuring that the parent/carer/guardian are involved in supporting the child's learning.

The governing body has a responsibility to:

- Help raise awareness of SEN/D issues at governing board meetings.
- Monitor the quality and effectiveness of SEN/D and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

Involving pupils in decision making

In our school, we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. The work in Foundation Stage recognizes the importance of pupils developing social as well as educational skills.

Pupils are involved at an appropriate level in setting targets in their pupil's passports and in the termly review meetings. Pupils are encouraged to make judgements about their own performance against their targets. We recognize success here as we do in any other aspect of school life.

Involving parents in decision making

At Burgh by Sands School we work closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through

ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs.

- We have meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- There is information on the school website regarding admission arrangements, accessibility plan and a link to the local offer. These are all regularly reviewed to take into account the changing legislation.
- Where external agencies are involved all parties will be copied into correspondence and invited to attend the Team Around the Family meetings. This will ensure that all parties are fully involved in catering for the needs of the pupil. The pupil voice will also be taken into account by listening to what they want.
- Those with SEN will have provision made for them for statutory tests. The relevant paperwork will be filled in by the head teacher for this. This may lead to a pupil getting a reader, scribe and/or extra time. For all internal assessments, the same procedures would be followed. If a reader is needed, then someone will be assigned to the pupil and the procedures will be followed as would be used in statutory testing.
- For those transitioning to secondary school, the school will liaise as soon as possible with their new school to ensure their needs are known and provided for on transition. For those with an EHC plan, there will be a transition review organised in the Autumn term where the proposed secondary school would be invited to attend.
- For pupils who move schools at other points in the school year, their SEND records are transferred at the earliest opportunity and a handover meeting is arranged.

Local offer

Burgh by Sands School will cooperate generally with the local authority and local partners in the development and review of the local offer. Please refer to our schools Information Report for SEND for details.

Identification

To identify children with SEN/D at Burgh by Sands School we will follow a monitoring of need cycle in order to determine whether a child needs to be on the SEND register. This is completed by the class teachers and discussed with the SENCO following a 6-8 week cycle of evidence gathering and showing that all quality first teaching and additional strategies provided by school have not shown any progress. This may also include an intervention pre and post assessment data progress measure. Undertaking an intervention does not necessarily mean a child is identified as SEND but this may become apparent at some stage for some pupils.

During the monitoring of need cycle we will utilise the following for identification (non-exhaustive):

- Assess each child's current skills and levels of attainment on entry.
- Pre and post assessment in subjects taught in class
- Pre and post assessment for any short term intervention that may have been implemented
- Evidence of class work in their work books (samples) and SENCO reviewing class books
- Discussions with class teachers and parents

- Child's progress is slower or minimal to that of their peers starting from the same baseline.
- Requires extra support or additional resources to make good progress given their age and starting point.
- Assesses whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Please also refer to our school's SEND Information Report on our school website for further information.

At Burgh by Sands school we ensure we monitor and try a variety of strategies and record evidence of need in order to ensure a child is appropriately identified as SEND rather than underachievement. We utilise the Cumbria SEND LA Toolkit to support identifying need. (Written November 2021 and available on the SEND Local Offer website)

A Graduated Approach to Sen Support

Burgh by Sands School employs a graduated approach to meeting children's needs, following a cycle of Assessment, Plan, Review and Do (APDR) with all children who are identified with SEN/D. Our Individual Support Plans follow the cycle of APDR and are reviewed termly as a minimum with parent, pupils- where appropriate, class teacher and SENCO.

Establishing a clear **assessment** of the child's needs.

- **Planning** with parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing (DO)** the interventions, with support of the SENCo.
- **Reviewing (REVIEW)** the effectiveness of the interventions and making any necessary revisions.

Assessment for EHCP

Burgh by Sands School will, in consultation with the child's parents, request a statutory assessment of SEN where the child's needs cannot be met through the resources normally available within the school. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within the agreed timescale.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) plans

- Burgh by Sands School will meet its duty to respond to the local authority within 15 days, if it is named on a child's EHC plan.
- The school will admit any child that names the school in an EHC plan
- The school will ensure that all those teaching or working with a child for a significant amount of time in receipt of an EHC plan, are aware of the child's needs and that arrangements are in place in order to meet them. This includes at a minimum the class

teachers of that class and the linked teaching assistants (who are also dinner supervisors)

- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's needs significantly change.
- The SENCO leads the EHCP annual review and completes all paperwork within the deadlines for this. The class teachers support with completing progress towards the EHCP outcomes and both parent and pupil voice is prominent in all annual reviews. From March 2022, school follows the reviewed EHCP paperwork from Cumberland Council SEND LA, which can be found on their Local Offer website.

Reviewing an EHC plan

Burgh by Sands School will:

- Ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the child prior to the annual review meeting from all parties invited and send out completed paperwork to parties with invites.
- Send any advice and information gathered to all those invited at least two weeks prior to the date of the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting. The report must set out recommendations on any amendments requested to the EHCP and should refer to any difference between the school and other institution's recommendations and those attending the meeting. Within four weeks of the review meeting, the local authority must decide whether it proposes to keep the EHCP as it is, amend the plan or cease to maintain the plan and notify the parents, school and other institutions who attended the review. If the plan needs amending the local authority should start the process of amendment without delay.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education. In transferring to a new setting across a different key stage all annual reviews will take place in the Autumn term prior to the transfer of 1st September the following year.

On the Cumberland LA Local Offer website parents can find the SEND citizen portal. Parents register on here to access their child's EHCP information. On the SEND citizen portal parents can:

1. Check the current status and track progress of an EHCP assessment
2. Complete Section A (parent section of the EHCP)
3. View the EHCP
4. View the annual review documents

Monitoring and evaluation of SEND

Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process. This is also discussed with the headteacher at pupil progress meetings.

The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support.

Impact of interventions are monitored on a provision map. The provision map shows the interventions or support given, this is costed against the progress that is made. These provision maps are used at the reviews and also to inform next steps.

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up individual support plans for pupils in their class. The SENCO and the headteacher communicate frequently to review the work of the school in this area.

The governing body reviews this policy and considers any amendments in the light of the annual review findings. This is reported to Governors via the Headteacher's Report.

Allocation of resources and training

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher reviews the allocation of funding across school making adaptations where appropriate

The effectiveness of the resources for Special educational needs is monitored as part of school self-evaluation

Expertise and Training of Staff

The SENCO regularly meets with other SENCOs in the cluster for network meetings in order to keep up to date with local and national updates in SEND.

The Headteacher/SENCo will provide training through INSET to ensure all staff are fully informed of relevant SEN issues and procedures within school.

Storing and managing information

All information regarding pupils SEN is stored on the school Scholarpack system. All correspondence and individual support plans are saved on the pupils file. Any information used by external agencies is sent digitally via secure email. Where paper copies are held, these are stored securely in a locked cupboard. These are passed to the transitioning school or archived and held in school.

Dealing with complaints

Complaints about the SEN provision should be made to the class teacher in the first instance. They will then be referred to the schools Complaints Policy which is on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. This can be with regard to: exclusions, provision and associated services