

Stramongate School

Special Educational Needs & Disabilities (SEN&D) & Inclusion Policy

2024-2025

1. Introduction

Stramongate School fully upholds the values and principles of the Code of Practice for children with Special Educational Needs & Disabilities (SEN&D) 2014 and **Equality Act 2010**. We are committed to giving all of our children every opportunity to achieve the highest standards irrespective of needs and life experiences. All children have access to a broad, balanced and creative curriculum; we have high expectations of all our children and their achievements; attitudes and well-being matter.

2. Aims and Objectives

Stramongate School aims to be an inclusive school. This means equal opportunities for all children whatever their age, disability, gender, ethnicity, attainment or background. We therefore pay particular attention to the provision for and the achievement of the different groups of children within our school:

- Girls and boys
- Minority groups
- Children who need support to learn English as an additional language
- Children with disabilities
- More able & talented children
- Children who are at risk of disaffection and exclusion
- Children with special educational needs

This policy describes the way we meet the needs of children who experience barriers to learning which may relate to sensory or physical impairment; speech, language and communication difficulties; learning difficulties or social & emotional difficulties.

The Primary National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children in a fun and creative way. We meet these needs through:

- Ensuring Quality First Teaching;
- Setting appropriate learning objectives, targets and success criteria to meet needs and provide challenge for all children;
- Recognising, valuing and celebrating children's achievements, however small;
- Working in partnership with parents/carers to overcome potential barriers to learning and assessment;
- Promoting self-esteem and emotional well-being based on respect for themselves and others;
- Holding Pupil Progress Meetings to discuss progress & provision;
- Ensuring early identification of intervention of SEN&D;
- Holding Learning Conversations to involve the child in their learning;
- Meeting individual needs through a wide range of provision including seeking advice from external agencies when appropriate;
- Mapping provision to ensure intervention is effective.
- Tracking data so we know how well children with SEN&D/all children are progressing;

- Applying for an Education, Health & Care assessment where relevant and appropriate for children with complex needs who may require additional support and funding;
- Guiding and supporting staff in all inclusion issues;
- Working in partnership with the Local Authority and other outside agencies through the Early help process to ensure there is a multi-professional approach to meeting the needs of children and their families.

3. Roles and Responsibilities

At Stramongate School the role of SENCO and Inclusion Manager is held by Mrs Karen Alston-Hewitt and is part of the School's Senior Leadership Team.

The key responsibilities of the SENCO, according to the Code of Practice 2014 section 6, in mainstream primary schools, may include:

- Co-ordinating the day-to-day operation of the School's SEN Policy;
- Co-ordinating the day-to-day provision for children with SEN.
- Liaising with and advising colleagues on the graduated approach of SEN provision;
- Advising on the deployment of the School's delegated budget and other resources to meet children's needs effectively;
- Overseeing the records of all children with SEN & ensuring they are up to date;
- Liaising with parents/carers of children with SEN;
- Contributing to the in-service training and development of staff;
- Liaising with external agencies such as LA advisory teachers, educational psychologists, health and social services and independent or voluntary bodies;
- Liaising with previous and potential next providers of education to ensure a smooth transition is planned;
- Working with the Head Teacher and the Governing Body to ensure that the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The Governing Body (GB) has a nominated governor to oversee SEN&D provision which ensures that the GB is kept informed about how the School is meeting statutory requirements. At Stramongate School this role is undertaken by Mrs Vicky Pimblett.

The SENCO/Inclusion Manager and Head work closely with the SEN&D Governor and staffs to ensure effective day-to-day operation of this policy. Together they identify areas for development in SEN&D and contribute to the School's development plan.

The Inclusion Manager is also responsible for monitoring the progress of Pupil Premium Grant children and Children Looked After.

All staffs work closely with the SENCO.

All staffs are responsible for meeting the needs of all children in their class. Every teacher is a teacher of children with special educational needs. They are responsible for differentiating the curriculum to meet the needs and provide challenge for all children and to monitor progress. All staffs are involved in the formulation of this policy.

Admissions

The admissions arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN or disability; those with Education, Health & Care Plans and those without.

Identification and Assessment

Definitions of special educational needs (SEN&D) taken from section 20 of the Children and Families Act 2014:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) Have a disability 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.*

A child under compulsory school age has special educational needs if they fall within the definition a) or b) above or would do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Many children who have SEN may 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.’

‘Long term’ is defined as one year or more and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those effecting sight or hearing and long term medical conditions such as asthma, diabetes, epilepsy, and cancer.

Some children with such conditions do not necessarily have SEN. Where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

1. Quality First Teaching

- Any child falling significantly outside the expected range of academic achievement in line with predicted performance indicators will be monitored to gauge their level of learning and possible difficulties;
- The child’s class teacher will take steps to provide differentiated learning opportunities to enable the child to make academic progress and remove potential barriers to learning;
- The SENCO will be consulted as needed for support and advice and may observe the child in class;

- Parents will be fully informed at all stages of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with school. Both parents and staff concerns about the child will be recorded but not automatically placed on the SEN register;
- Parents are encouraged to use the 'Open Door Policy along with 'Parent's evenings to discuss progress being made by their child.

2. SEN Support

- Where a child is identified as having SEN the child will be added to the SEN register to ensure that effective educational provision is provided so as to remove barriers to learning. Parents will be closely involved with this decision.
- SEN support then follows a cyclical process of **assess, plan, do, review** to enable the provision to be refined and revised as the needs of the child changes. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

Analysis of class tracking data, experience of working with the child, previous progress and attainment, comparisons with age-expected data both School and national, views and experiences of the child and parents and where applicable advice from external support services will all be considered when assessing the child's needs.

This analysis will require regular review to ensure that support and intervention is matched to the need, that barriers to learning are clearly identified and being overcome and that the interventions are developing and evolving as required. Advice from external support will help inform the assessment of need. Where they are not involved, School will seek advice if felt to be appropriate following discussion and agreement with the child's parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought where appropriate to reinforce or contribute to progress at home.

All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies or approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will support the class teacher in further assessment of the child's particular strengths and weaknesses, in problem-solving and advising of the implementation of effective support.

Review

Review of the child's progress will be made regularly with class teacher, SENCO, parents and child. The review process will evaluate the impact and quality of the support and interventions making any necessary amendments going forward. If it is decided that additional support is required the School will use the SEN&D Early Help assessment form to access specialist help and advice.

Referral for an Education, Health and Care Plan.

If a child has life-long or significant difficulties they may undergo a Statutory Assessment process which is usually requested by the School but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for a EH&C Plan will be made at a progress review and will combine information from a variety of sources including: parents, child, teachers, SENCO, social care, health professionals. Information will be gathered relating to the current provision provided, action points that have been taken and the outcomes of targets set.

A decision will be made by a panel of people from, education, health and social care about whether the child is eligible for an EH&C Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to a EH&C Plan. Further information can be found at:
<https://www.westmorlandandfurness.gov.uk/>

Evaluating Success of Provision

SEN&D provision and interventions are recorded on a provision map. These are updated when the intervention is changed. These are updated by the class teacher and monitored by the SENCO. They are adapted following assessments and are monitored and evaluated termly by the SENCO and subject leaders. This helps to identify whether provision is effective.

We recognise and support children who have needs other than those of SEN&D which may impact on progress, attainment and or well-being including:

- Health and welfare including medical conditions;
- Attendance and punctuality;
- EAL;
- Being in receipt of Pupil Premium Grant including children of servicemen/women;
- Being a Child Looked After;
- Disability.

Children with Disabilities.

Some children may have disabilities. Where the School is able, within the constraints of resources, expertise and suitability of the site, we are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children. We will work with the Local Authority to ensure all reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage to non-disabled children. The School is committed to providing an environment that allows disabled children full access to all areas of learning. There are designated points of entry to our school to allow wheel chair access. Please refer to: Accessibility Action Plan, Disability Discrimination Act 1995 and Equality Act 2010.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. Children with disabilities are given opportunities to develop skills in practical aspects of the curriculum including opportunities for them to take part in educational visits and other activities linked to the curriculum.

Teachers ensure that the work undertaken by children with disabilities takes account of their pace of learning and the equipment they use along with the amount of effort and concentration needed. Work is also adapted to offer alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of materials.

Assessments are used appropriately that reflect the individual needs and abilities of the child.

More-able Children

Some children in our school may show a particular aptitude or talent in an area or many areas. We are equally committed to ensuring that these children are identified and motivated to reach their individual potential. This is achieved by:

- Early identification;
- Setting of challenging targets;
- Setting of challenging, enriching work across the curriculum;
- Regular review of their progress against targets;
- Regular communication with parents;
- Sign posting parents and children onto outside clubs & organisations.

Teachers modify teaching and learning expectations for more-able & talented children and ensure that via their planning these children are given the opportunities towards mastering skills, knowledge and understanding beyond what would usually be expected for children of their age.

Working in Partnership with Parents

Stramongate School believes that a close working relationship with parents is vital. The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are welcome to contact the School if they have any concerns with regard to inclusive educational provision. When discussing provision for any child with additional needs, teachers will always involve parents through regular discussion at parent evenings or through an individual review meeting.

Links with Other Agencies

Stramongate has good working relationships with a wide range of outside agencies. These currently include:

- Education

Educational Psychologists, Inclusion Officer, Specialist Teachers (Autism, behaviour, visual impairment, hearing impairment, speech & language, EAL) and KCP counsellor;

Stramongate School is part of Kendal Collaborative Partnership (KCP) enabling school to share advice, training, development activities and expertise;

- Health

Community paediatricians, Occupational Therapy, Physiotherapy, Health Visitor, CAMHS, Speech & Language Therapy;

- Social & Family

Children's Services, Young Carers, Parent Partnership, Oaklea Trust, Action for Children, **Family Drop-In** Centre.

In-Service Training (CPD)

We aim to keep all staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN&D. The Inclusion Manager attends relevant SEN&D courses, Family SEN&D meeting and facilitates/sign posts relevant SEN&D focused external training opportunities for all staff.

Disapplication and Modification

Schools can, where necessary, can modify or disapply the National Curriculum and its assessment arrangements. We do this only in exceptional circumstances whilst endeavouring to meet the learning needs of all children, following the published access arrangements guidelines.

Storing and Managing Information

All information in relation to SEN&D is kept in a secure filing cabinet and is only shared with staffs that work with the child. When a child is transferred to another school, information will be shared, as appropriate to meet the needs of the child. Any information about a child that is no longer needed is shredded.

Summary

At Stramongate we value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion (Code of Practice 2014).

Monitoring and Review

This policy is monitored by the GB and will be reviewed annually.

Complaints

If a parent or carer has any concerns regarding the care or welfare of their child they should initially be shared with the class teacher. In the unlikely event that a resolution is not reached at this level then an appointment can be made by them to speak to the Inclusion Manager. If concerns remain following discussion with the Head teacher then parents will be directed to the School's formal complaints procedure.