



BORROWDALE CE SCHOOL
**Educating for life in all its
fullness**

Special Educational Needs Policy
April 2023

APPROVED BY:

Name:

Position:

Signed:

Date:

Next Review Date: March 2024

APPROVED BY:

Name:

Position:

Signed:

Date:

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2017
2	Reviewed March 2018 – no changes made	March 2018
3	Reviewed March 2019 – no changes made	March 2019
4	Reviewed March 2020 – no changes made	March 2020
5	Reviewed April 2021 – changes highlighted in yellow	April 2021
6	Reviewed April 2022	April 2022
7	Reviewed March 2023– changes highlighted in Green	March 2023

At Borrowdale Church of England Primary School, our aim is to create a stimulating, secure and supportive environment where pupils are challenged and encouraged to develop towards their full potential.

We have high expectations of every individual and seek to develop the whole child academically, physically, spiritually, morally and culturally, where quality relationships, positive self-esteem, mutual respect and responsibility are promoted. Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

We believe that our Christian values and the partnership between pupil, parents, staff, governors, the Church and the wider community are vital to the success of the school.

This Policy is to ensure that all children can access a broad and balanced curriculum, which is differentiated to meet individual needs and abilities. Children may have special educational needs throughout or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

The Aims of this policy are:

- To identify children with special educational needs as early as possible and provide an effective system for identifying, assessing and monitoring children with special needs.
- For teachers, children, parents and outside agencies to work together in a stimulating environment to ensure that each child maximises his/her potential.
- To ensure that all children have equal access to a broad, balanced and differentiated curriculum.
- To create a school atmosphere in which individual pupils' differences are both recognised and appreciated, and their contribution to school life is accepted.
- To address the needs of pupils as detailed in the D.F.E.S. Code of Practice (2014)
- To draw up targets for children with special needs which are reviewed and updated regularly.
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.
- To encourage children to be fully involved in their learning.
- To make clear the expectations of all partners in the process of, and provision for, special needs.
- To ensure parents are kept fully informed and are engaged in effective communication about their child's special educational needs.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014

- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

1. What is a Special Educational Need?

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
- 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.

Many children and young people 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 'a year or more' and 'substantial' is defined as 'more than minor or trivial')

Any child who is making significantly slower progress than their peers or may need special provision to access the curriculum in any of the following areas is deemed as having a Special Educational Need:

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

As a school we recognise that there can be contributing factors other than SEN which can impact on pupil progress and attainment, these include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman.

Each of these factors are assessed on an individual basis with reasonable adjustments put in place to allow full curriculum access; only when provision over and above these adjustments is required will they constitute SEN.

2. Identification of pupils with SEN

Early identification of a child's special educational needs is very important. The normal cycle of planning, teaching, assessing and evaluating is the primary means of identification as well as regular communication with parents. The progress of all children is regularly monitored and reviewed by class teachers, and the headteacher/SENCo. Additional needs may become apparent at any time in a child's school life.

3. How do we ensure inclusion for all children

Borrowdale School provides a caring environment where children are encouraged to share their concerns and where children's achievements and contributions are valued and celebrated. The teaching staff use a wide variety of strategies and approaches to meet the needs of all children, with agreed expectations of good behaviour, presentation of work and commitment and understanding that children learn at different rates

At Borrowdale we teach as a whole school and the majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support. Teachers respond to children's needs by:

- Planning to develop children's understanding through the use of all senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Planning for children to manage their behaviour, enabling them to participate effectively and safely in learning.

When considering whether children need additional in-class support, timetabling will be sensitive to the feelings of the child. However, where appropriate children may be withdrawn from class for small group or 1:1 support as necessary.

Provisions are made to ensure that, as far as is possible, all children have access to all school visits and recreational activities.

The Headteacher/SENCo and teachers meet at least termly to review the special needs provision. The Headteacher/SENCo (Ralf Smits) and the Learning Committee hold the responsibility for special needs and SEND are part of regular meetings.

Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

4. Resources and additional support available for pupils

This is provided on a needs-led basis. Additional support is provided through additional adults, information technology, small group and 1:1 interventions.

Where appropriate, resources are allocated to children with special educational needs, from statutory and non-statutory funding, grants and the school budget. The Headteacher/SENCo is responsible for the operational management of the specified and agreed resources for special needs provision within school, including the provision for children with Education, Health and Care plans. The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

Advice will be sought via specialist professionals where appropriate. We will also gather information from the local offer, collaboration with local schools and others.

We continually strive to increase the expertise and training of staff in relation to children with SEN. There are a number of members of staff within the school who have experience in certain specific areas of SEN; much of which is based upon close working with other professionals. Training needs are recognised and depend on the needs of the children within the school. School needs, individual staff and governor professional development will be provided for where possible by appropriate training.

5. How the school adapts the curriculum and learning environment for children with SEN.

At school we adapt the curriculum through careful planning which is differentiated to individual needs. Assessment informs planning.

In order to provide an appropriate learning environment, advice is taken from external specialists such as Specialist advisory teachers, the educational psychologist, speech and language therapists, occupational therapists. Adaptations can include things such as the use of information technology, seating and classroom organisation.

Special Facilities – Including Access

The school is situated on one level with access to all areas including toilets and cloakrooms. There is a ramp into the school. Small areas are created within the school where specialist SEN provision can be given on a one-to-one basis.

6. Support available for improving the social and emotional development of pupils with SEN.

At Borrowdale School we believe that social and emotional development underpins all aspects of learning. The ethos within the school promotes key competencies in communication, working together, managing situations, how to relate to others and how to manage information. Specific strategies currently in use where appropriate include:

- The Social and Emotional Aspects of Learning programme (SEAL)
- Social activities in and outside of regular school times

In the past we have also deployed other strategies such as a nurture group and talking groups.

7. Assessing and reviewing progress of children with SEN

Additional support is provided through an Assess, Plan, Do, Review model which is monitored and reviewed regularly. A range of standardised and non-standardised tests are used to gain an understanding of a child's current level of attainment in a specific area and then reviewed at a set point in the future to ascertain rate of progress. This gives us information about the effectiveness of the teaching strategies and can be used to inform future planning.

The school keeps a record of children with SEN where concerns, actions taken, outcomes, observations and parent and child interviews are recorded. Records will inform planning.

Additional support will be monitored and reviewed regularly through an **Individual Education Plan** (IEP). IEPs contain a small number of specific targets, ideally three or four, designed to enable the child to progress.

- The teacher will consult with parents, carers, and support staff about IEPs to ensure all interested parties are aware of learning targets and their contribution to their achievement.
- All IEPs will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness, at least twice per year. All review outcomes will be recorded. Parents and children will be invited to take part in the review and target-setting process.
- If we have evidence that a child is making insufficient progress despite support the SENCo or teacher may seek further advice from external specialist professionals, including specialist teachers and educational psychologists. An Early Help assessment is required in order to request the involvement of external specialists and this will be completed by staff at school in collaboration with the parents and child. The SENCO will keep parents and children fully involved and informed about any proposed interventions. For children found to have very specific long term, or even lifelong needs, advice will be sought from external agencies with a possible request put in to the Local Authority for an Education, Health and Care Plan (EHCP) assessment. Both referrals to outside agencies and requests for additional funding and support are requested via a 'SEND

Early Help Assessment'; this will be completed collaboratively by the SENCo, Class Teacher, support staff, parents/carers and any outside agencies who have involvement with the child

- Pupils with a statement or Education Health and Care Plan (EHCP) will, in addition to the ongoing review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the Local Authority, which will consider whether to maintain, amend or cease the statement/ EHCP.
- Borrowdale School will liaise with the receiving school when a child with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

8. Arrangements for consulting and involving parents

The school has good relationships with its parents. The parents of SEN children will be involved, through discussion, at all stages of identification, assessment, do and review. The school is sensitive to the needs and requirements of parents, and will support them in their reinforcement of school work at home.

As a matter of course all parents are invited into school for a meeting with the teacher twice yearly. This is seen as a crucial aspect of communication between parents and teachers. For those children with an identified need, more regular meetings are held within school and involve all those professionals who have involvement with the child.

The school provides information about the SEND IAS Service (formally known as Parent Partnership) who offer impartial advice to parents and families of all students with special educational needs on request. They can provide independent support and advice.

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>

The school may also have contact details of other support services for the parents of pupils with SEN which can be gained from contacting the school SENCo or via the local Cumbria LA offer [localoffer.cumbria.gov.uk/](https://www.cumbria.gov.uk/localoffer)

9. Arrangements for consulting young people with SEN about their education

Views are sought from all pupils regarding their learning. This is done in a variety of ways depending on needs and ability. Targets are made and agreed with the child.

- Children are asked to review their IEP and contribute to setting their next target through discussion with their teacher
- Children contribute to EHCP review paperwork if this is appropriate

10. Arrangements for supporting pupils with SEN in transferring between phases of education

We work closely with all secondary schools during the transitional period. This can start as early as is necessary but normally begins in Year 6. Additional visits are available where appropriate. Strategies such as:

- Communication books

- Learning to purchase dinners
- Using timetables and planners
- Meeting staff and key workers
- Familiarising themselves with the setting

11. Name and contact details of the Special Educational Needs Coordinator (SENCo)

Ralf Smits
 Borrowdale Primary School
 Stonethwaite
 Keswick
 CA12 5XG
 head@borrowdale.cumbria.sch.uk

The SENCo has day to day responsibility for the operation of the SEN policy which involves:

- Liaison with other teachers and parents concerning the progress of children with special educational needs.
- Liaison with Support Assistants, Specialist Teaching Teams, Educational Psychologist, Health and Welfare and Social Services Agencies.
- Maintaining and overseeing the SEN Records and all children with special educational needs.
- Providing appropriate INSET.
- Updating the SEN Governor on relevant issues regarding children with special needs.

School provision for children with special educational needs is the responsibility of all members of staff.

12. Complaints from parents concerning provision

A complaint by a parent of a child who receives SEN provision can be made to the Headteacher/SENCo, class teacher, or SEN Governor in discussion, by letter or by telephone. All complaints are dealt with according to the Complaints Policy.

However, under the Children's and Families Act 2014 and the Special Educational Needs and disabilities regulations (2014) parents can request the services of an independent disagreement resolution. Disagreement resolution arrangements cover all children and young people with SEN, not just those who are being assessed for or have an EHC plan.

13. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

14. How school evaluates effectiveness of provision

As a school we continually look at how our curriculum can be organised and adapted to ensure that children with SEN are achieving as well as they can considering their starting point and barriers to learning. Children with any need over and above that of their peers have individual educational plans which are reviewed on a regular basis and children are planned for on an individual basis. Children know what they are good at and what their next steps are and can explain their individual targets. We have good partnerships with other agencies and we routinely work on developing partnerships with parents and using the feedback they give us. We also annually embark on moderation with other schools within our local area.

The success of this policy is judged against the aims set out at the top of this document. The policy is reviewed annually. Next review: March 2024