

LOWCA COMMUNITY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

This policy should be read in conjunction with The Code of Practice, Behaviour policy, Policy for Equality of opportunity and Objectives.

DEFINITIONS

Definition of Special Educational Needs and Disability (SEND): For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice 0-25, implemented in September 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 him or her. (Code of Practice D.F.E. 2014) A child of compulsory school age has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or b) 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. Special educational provision which meets the needs of children and young people with SEN includes: • High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014. Following assessment by professionals Cumbria County Council will decide if a pupil meets the criteria to have an Educational Health Care Plan (EHCP)

1. RATIONALE

Lowca Community School is an inclusive school, catering for a wide range of SEND, including pupils with:

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

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with

SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

Aims

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies, other mainstream primary schools, secondary schools, and special schools.

2. ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body- The governing body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEN:
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- ensure that there is a qualified teacher designated as SENCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- publish information in the equality and SEND policies, about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

The Head teacher -The head teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENCO(Mrs.Joanne Crawford) has adequate time to carry out duties and is able to influence strategic decisions about SEN.
- ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.
- report to the governing body how resources are deployed to meet provision.

The Special Educational Needs Co-ordinator (SENCO)-The role of the SENCOs includes:

- oversee day-to-day operation of school's SEN policy;
 - coordinating provision for children with SEN;
 - liaise with designated teacher where a Looked after Child has SEN;
 - overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEN Support;
 - advise on use of delegated budget/ other resources;
 - liaise with parents of children with SEN;
 - maintain links with other education settings and outside agencies;
 - liaise with potential next providers of education;
 - work with head and governors on Equality Act; and
 - ensure that SEN records are up to date (including class teacher written Individual Education Plans (I.E.P.s).
- contribute to the in service training of staff Class Teachers Class teachers have the following responsibility to provide Quality Teaching that focuses on outcomes for the child. The SENCo will strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement and have high aspirations for every pupil. They will work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

SEN Support Staff -Class teachers will work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans as well as giving pupils access to the National Curriculum. LSA/TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance. The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall. LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Identification of SEN

Through their discussions, observations, assessments and data analysis the SENCOs, class teachers, key workers and support staff will identify

any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCOs or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support. SEN Support When a class teacher or the SENCOs identify a child with Special Educational Needs, the class teacher will provide interventions or adaptations that are additional to those provided as part of the school's usual differentiated curriculum.

The triggers for SEN support are that the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
 - has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;

- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps Parents or school are the only partner who can request an Education, Health and Care Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
 - Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

Admission of disabled pupils

Please follow the link in our admissions policy here on the website for our admissions policy.

Steps to prevent pupils being treated less favourably

All pupils are educated about the challenges faced as a result of one's special educational needs or disabilities. This happens through assemblies, role play, games and videos and through the way staff respond to children's questions and comments. Additional pastoral support is available to listen to the views of pupils and help boost mental health. Incidents of prejudice are reprimanded and discussion with the child helps build empathy as described in our behaviour policy. In all aspects of school life we make clear our ethos that differences, (whether visible or invisible, whether challenging or advantageous) are to be valued and respected. We have a whole school approach to improve and support emotional and social

development within our Citizenship and PSHE subjects in our Curriculum. (Please view year by year Curriculum Content by subject) on this website.

Delivery of information

If needed school will employ loop technology to help hard of hearing. Larger font size information is available for pupils, staff and family with visual impairment. Visual timetables are used as well as the "First/Next" planning tool. Behaviour charts are used to convey success , and achievement of goals.

Facilities and improvements to the physical environment to aid access

The school is accessible by ramp or level entrance exit doors to be fully accessible to wheel chair users. Bespoke areas that respond to specific needs are provided within the classroom eg.such as a "chill out" bean bag for sleep disruption,a reduced stimulation area with plain surfaces, where appropriate to meet individual's needs.The school has secure boundaries to prevent flight risks.The school will endeavour to provide physical or procedural changes to help pupils with special needs as needed. We will work with parents,the admissions department and special needs team, to overcome any problems a child within our catchment area may have, where it is felt the child's special needs would be best met at Lowca School.

RECORDING SEN

Records are kept on all children with SEN, detailing steps taken to support them by the class teacher. Files are also kept by the SENCO on the SEN Register. The register indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN;
- Involvement of outside agencies;

Medical relevant information. Copies will be kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENCOs will become involved should a child's medical attention present a barrier to their learning. Pupil Files are kept up to date by the SENCO. Class Teachers will keep copies of support plans(I.E.P.s) for reference and

amending in their short term planning files Transfer of Information will be the responsibility of the SENCO.

Complaints- *How parents can seek redress if they are unhappy about issues at school*

Many children with SEN will have their needs met by schools and local authorities without the need to make a formal complaint. If things do go wrong, though, it is very important that parents are able to use informal and formal complaints procedures to remedy the situation as soon as possible. There are different avenues you can take when making a complaint; it very much depends on what your complaint is about. It can be confusing, so this article outlines the process of making complaints about a school and looks at some of the most common complaints pathways and procedures. Your local parent partnership service (PPS) will be able to support and advise you through making a complaint. There is a PPS in every local authority and they provide confidential and impartial information, advice and support to parents and carers of children and young people with SEN. Speak to the school- The first thing to do if you are unhappy with something at school is to speak to your child's class teacher and/or the school SENCO. There is a SENCO in every school and they are responsible for coordinating provision for children with SEN. If you are still unhappy, you should talk to the headteacher. If you cannot resolve a problem informally, ask for a copy of the school's complaints procedure. By law, schools must have a procedure for parents to complain (Section 29 of the Education Act, 2002).

Complaining to the governing body- Every school has a governing body. In the case of an academy, this is known as the academy trust. School complaint procedures usually end with complaining to the governing body of the school. A complaint to the governing body should be addressed to the chair of governors (head of academy trust). If the school is a community or voluntary controlled school, (local authority maintained, run by the council) you could also send a copy of your letter to the director in charge of local education services, often called children's services. Try to include precise details of dates, times, meetings and decisions that may help the governing body understand the substance of your complaint. Explain what harm you or your child has suffered as a result of the school's action or inaction. Say what you would like the governing body to do to put things right. The governing body is likely to pass your complaint to a panel of governors. They may invite you to a meeting to put your case in more detail. They should follow the rules of natural justice.

These say that, no member should have a vested interest in the outcome or any involvement in an earlier stage of the procedure and that each side should be given the opportunity to state their case without unreasonable interruption. Written material must have been seen by all parties. If new issues arise, parties should be given the opportunity to consider and comment on them. If the governing body does not give you a satisfactory response, you then have a number of options depending on the type of complaint you have. These are detailed below. It is important for all of the routes

below that you have followed the school's and, if applicable, the local authority's complaints procedures first or that you are able to justify why you have not. For more information about school governors, visit:

www.education.gov.uk/schools/leadership/governance

Complaining to the local authority Local authorities (LAs) no longer have a role in general complaints about a school, although they do still hear curriculum complaints. If you are complaining about LA services (including complaints about assessment) you should do so to the most senior education officer. You must complain to the LA before taking the complaint further.

Complaining to the Information Commissioner You can complain to the Information Commissioner if you have problems accessing school records, minutes of governors meetings, school policies or other public documents, or if you believe your child's school records have been disclosed unlawfully, are incorrect or out of date. You should first exhaust the school or LA complaints procedure. There are different timescales for schools to reply to your requests:

- a copy of a child's educational record must be supplied within 15 school days. (The Education [Pupil Information] [England] Regulations, 2005 [SI 1437])
- other personal information must be supplied within 40 days of your written request. (Section 7 of the Data Protection Act, 1998)
- documents such as the school SEN Policy, school accessibility plan or governing body minutes must be provided within 20 working days (excluding school holidays) of your written request under the Freedom of Information Act, 2000.

Freedom of Information and Data protection complaints forms can be found at:

www.ico.gov.uk/complaints

Complaining to Ofsted-Ofsted is the body which inspects a range of public services including schools. Schools are inspected at least once every three years. Parents have a legal right to complain to Ofsted on the work of maintained schools, academies, city technology colleges, maintained nursery schools and non-maintained special schools.

Ofsted could investigate complaints about: quality of education and standards achieved; inadequate provision for pupils with SEN; neglect of pupils' personal development and wellbeing or the quality of leadership and management. For example, whether the school spends its money well. It is important to remember that you can only make complaints to Ofsted about issues that affect the whole school and not about an individual child. Ofsted can call an immediate inspection of a school at short notice, if it feels your complaint is very serious. It can also call meetings with the school and the local authority. You can complain to Ofsted online at:

<https://contact.ofsted.gov.uk/online-complaints>

Complaining to the Teaching Agency-If you have an allegation of serious misconduct against an individual teacher or headteacher, you can complain to the Teaching Agency. www.education.gov.uk/schools/leadership/teachermisconduct

Complaining to the Secretary of State for Education-The Department for Education (DfE) will look at a complaint about a maintained school, academy or free school from anyone who is unhappy with the way in which a school is acting. For the Secretary of State to intervene in a school following a complaint, he needs to be sure either that the school has acted or is proposing to act unreasonably in the exercise or performance of its functions under certain legislation, or that the school has failed to discharge a duty at all under certain legislation.

For guidance on making a complaint to the Secretary of State and a complaints form, go to:

www.education.gov.uk/schools/leadership/schoolperformance

Appeal to the SEND Tribunal

You can appeal to the SEND Tribunal about decisions that the local authority has made about your child, and disability discrimination by schools and local authorities. The kind of decisions you can appeal against include refusal to carry out a statutory assessment, refusal to make a statement and parts 2, 3 and/or 4 of a statement. In regards to schools, you can make a claim of disability discrimination under the Equality Act 2010 if your child is disabled within the meaning of that Act - not all children with SEN are disabled - and you feel they have been discriminated against. You can find more about appealing to the SEND Tribunal at:

www.justice.gov.uk/tribunals/send/appeals

Complain to the Local Government Ombudsman-The Local Government Ombudsman (LGO) investigates complaints of injustice arising from maladministration by local authorities. They are able to consider the role of the school as part of a wider complaint against the local authority. You cannot complain to the Ombudsman about whether or not a local authority decides to assess your child, which is a matter for the SEND Tribunal. However you can complain about any delay in assessment, failure to carry out the provision set out in the statement or to carry out an annual review. The Ombudsman can look at the school's role in this. It may also be able to look at what the school has done in response to your child's SEN at school action plus, as long as you have previously complained to the local authority.

School admissions

The Ombudsman is not another level of appeal and cannot question decisions if they were taken properly and fairly by the admissions authority or the appeal panel. You can complain if you think that a place at a school was refused because of some unfairness or mistake by the admissions authority, or if your appeal was handled incorrectly, or

you have asked for an appeal and the admissions authority has not arranged an appeal hearing for you within a reasonable time. You cannot complain to the LGO if the complaint is about an academy (unless that academy has transferred from a maintained school during the admissions process), independent (private) school or city technology college. If you are refused the school place you asked for and you want to pursue the matter, the first thing you need to do is to make an appeal to an independent appeal panel. The admissions authority should tell you how to do this. If your child has a statement of SEN, you can appeal to the SEND Tribunal. The LGO could consider a complaint about any delay by a council in arranging an offer of a place at a school once the final statement has been issued.

Permanent exclusion from a school

The LGO cannot look at any aspect of an exclusion prior to an appeal. When a decision has been reached, you can complain to the Ombudsman about the way in which the independent review panel has dealt with your case. Once a child has been permanently excluded, the council has a duty to provide alternative education, and the LGO can look into how the council has carried out this duty. For information of complaining to the Local Government Ombudsman, visit:

www.lgo.org.uk

How do I find support?

If you need confidential advice and support, you should speak to your local parent partnership service. Details of your local service can be found at:

www.parentpartnership.org.uk

Legal advice on matters relating to education and SEN is also available from:
Coram Children's Legal Centre:

www.childrenslegalcentre.com

Independent Parental Special Educational Advice:

www.ipsea.org.uk

ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. This assesses the child's progress towards outcomes. There is a section to consult and involve the child in their education. In

year 5 the review meeting helps give advice about moving to the next phase of schooling. At Lowca School we hold annual reviews for children with an EHCP and termly reviews for those on SEN support.

Parents/carers and other agencies are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Summer Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where appropriate.

STAFF TRAINING

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the School budget each year which it may use to meet identified needs..

EVALUATION The implementation of this policy will be monitored by the head teacher and SENCO. It will be reviewed annually. When reviewing the success of this policy we will take into account: • Progress of SEN children compared to non- SEN • Standards reached by pupils with SEN; • The percentage of parents attending review meetings, including Annual Reviews; • The number of complaints received regarding SEN provision. Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEN support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for and supported.



Signed on behalf of the governors.....Miss Victoria Rawlinson(Chair)

Date.....1st March 2021.....

Review Date March 1st 2022