

# Stainton C of E Primary School



## Special Educational Needs and Disability (SEND) Policy

Adopted: February 2019

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Date Due for Next Review: February 2024



## Executive Summary - An overview of our SEND policy

### 1 - Introduction - Aims, Legislation and Definitions

We aim to provide a setting where every child is equally valued and given the opportunity to make the best possible educational and social progress. All pupils have full access to a broad, balanced and relevant curriculum which is tailored for individual needs and abilities. As a school, we recognise that each child has special qualities and has preferred learning styles. We follow the SEND Code of Practice to meet the needs of all children.

Refer to section 1

### 2 - Roles & Responsibilities

Special Education Needs & Disabilities  
School Co-ordinator

(SENDCo) Mrs Jen Bragg

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Refer to section 2, 9 and 10

### 3 - Educational Inclusion

We ensure that teaching arrangements are fully inclusive. Our pupils will have their needs met through normal classroom arrangements and appropriate differentiation, as well as short term intervention groups which may take place within the classroom environment.

Refer to section 3

### 4 - Specialist Provision

Our school has experienced learning support assistants who are trained to provide specialist input for children across all areas of development, including catering for medical as well as educational, social and behavioural needs. We seek advice and support from specialist advisory teachers to further our expertise.

Refer to section 4

### 5 - Our Approach to SEND Support

All staff will ensure that pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible. Identification rests primarily with the class teacher through observation of every day curricular activities and is supported by the role of the SENDCo.

Parents, staff and children are part of the review process and are invited to meetings to discuss progress and next steps.

Refer to section 5

### 6 - Allocation of Resources

Our SEND provision map keeps a register of all pupils currently receiving additional support. It details the nature of the intervention, for example 1:1 withdrawal, small group support and cost of the intervention to the school.

The Headteacher and SENDCo meet on a regular basis to agree how to use funds, including those directly related to personalised provision such as target plans, action plans and EHCP's. Regular meetings aim to ensure that the changing needs of the children throughout the year can be met and that staffing resources are used effectively.

Refer to section 6

### 7 - Staffing & Partnership

As a school, we work closely with;

- Staff
- Parents
- Children
- Other schools
- External agencies  
(Speech and language therapists Educational Psychologist, Early Years Specialists etc.)

to meet the needs of all children.

Refer to section 7

### 8 - Success Criteria

The success of this policy is judged against the aims set out in our Introduction section 1.

Refer to section 8



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## 1. Introduction

At Stainton C of E Primary School, we aim to provide a setting where every child is equally valued and is given the opportunity to make the best possible educational and social progress. All our pupils have full access to a broad, balanced and relevant curriculum which is tailored for individual needs and abilities. As a school, we recognise that each child has special qualities and has preferred learning styles which we monitor through observation of good quality teaching and learning.

Children may have a special educational need or disability throughout, or at any time during their school career, which may prevent them from reaching their full potential. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student.

Teachers take into account through their planning a child's special educational need. The provision made enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school's life. Teachers aim to adopt a multi-sensory teaching style to allow for all learning styles.

### Aims and objectives of this policy

Our special educational needs and disabilities (SEND) policy aims to:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life at Stainton CofE Primary School so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into secondary school
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff



- To ensure the SEND Code of Practice (January 2015) and related DfE and LA guidance is implemented effectively across the school.
- To continually monitor the progress of all students including those with SEND, to identify needs as they arise and to provide support as early as possible through early identification.
- To ensure that the school is committed to developing a culture of information sharing amongst staff and external professionals.

## Legislation and guidance

At Stainton CofE Primary School, our policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the special educational needs and disability (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## Definitions

### Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or



- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>



AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 2. Roles and Responsibilities

In this school provision for pupils with special educational needs is the responsibility of all members of staff.

### The SENDCo

The Special Educational Needs and Disability Co-ordinator (SENDCo) **Mrs J Bragg** (NASENDCo Award 2017) is responsible for the day-to-day operation of the SEND policy. Mrs Bragg has been in the role of SENDCo since January 2015.

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made. Hold termly TAF's with parents, staff, children and any external agencies to keep open communication and monitor progress of individual children
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school



- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned. When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate, in a safe and secure online system
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

### The governing body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:



- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information 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 the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### The SEND link governor

The SEND link governor is **Mrs Kay Hall** and will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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

### The headteacher

The headteacher will:



- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### Class teachers

- Each class teacher is responsible for:
- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them



- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

### Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupil's progress which is shared at TAF/parents meetings

The school will consider the views of the parent or carer in any decisions made about the pupil.

### The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

## 3. Educational Inclusion

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.



We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

At Stainton C of E School we respect and acknowledge the fact that pupils:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences.

Teachers respond to pupils needs by:

- providing support in all curriculum areas
- planning to develop pupils understanding through the use of all senses and experiences
- planning for pupils full participation in learning, and in physical and practical activities
- planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning.

## 4. Specialist Provision

Our school has trained learning support assistants who are trained to provide specialist input for children. Many members have staff have received Early Literacy Support (ELS), Additional Literacy Support (ALS) and Assertiveness, Social and emotional support training. Staff also have Emotional Literacy Support (ELSA) training and Draw and Talk training in order to offer support for children with managing and expressing their emotions. We are able to offer Reading Intervention, Phonological Awareness Training (PAT) and Maths Recovery programmes which provide further support for children with a range of additional needs.

We are committed to continuing to improve our teaching skills, qualification and provision for SEND. Where children's' needs are outside of our specialist knowledge and experience, we seek to attain appropriate training and/or seek support from other professionals and local schools. Most staff have Team Teach training and have experience of positive handling of children.

Support staff are kept up to date with methods and practical ideas through INSET training and where needs arise.

Where external agency or alternative provision is required, then this is discussed as part of a TAF meeting to discuss the wider needs of the individual child.



## 5. Our Approach to SEND Support (Identification, Assessment and Review of Pupils with SEND)

### SEND information report

Our school publishes a SEND information report on our website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

### Identifying pupils with SEND and assessing their needs

All staff, with the support of the SENDCo, will ensure that pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible. Identification rests primarily with the class teacher through observation of every day curricular activities.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.



When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

### The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### 1. Assess



The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## 2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our central SEND information online system and will be made accessible to staff in the form of an action or target plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

## 3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## Levels of support

### School-based SEND provision



Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

On advice from Specialist Teachers, information from the class teacher, SENDCo, Headteacher, parent, pupil and other support agencies decide if a EHCP will be required.

Stainton C of E Primary school will liaise with the receiving school when a pupil with a special educational needs or disability is due to transfer and will ensure that all relevant information is sent accordingly. This includes the transition from Key Stage 2 to Key Stage 3.

### Evaluating the effectiveness of SEND provision



We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress on a half termly basis, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Monitoring by the SENDCO and SLT
- Holding annual reviews for pupils with EHC plans and termly TAF meetings to review action plans and individual targets
- Getting feedback from the pupil and their parents
- Discussions with class teachers and support staff to discuss impact of interventions and personalised learning

## 6. Allocation of Resources

The SENDCO and headteacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for pupils with statements. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The school's SEND provision map keeps a register of all pupils currently receiving additional support. It details the nature of the intervention, for example 1:1 withdrawal, small group support and cost of the intervention to the school.

The Headteacher and SENDCO meet annually to agree how to use funds, including those directly related to EHCP's. Regular meetings aim to ensure that the changing needs of the children throughout the year can be met and that staffing resources are used effectively.

The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

### Access to the Curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to feel included and valued. This is reflected through our school's arrangement for the admission of prospective pupils with SEND of a disability. We provide places for all children and are a fully inclusive school, unfairly disadvantaging prospective pupils with a disability or special educational needs. Our admissions policy can be found on our school website.

### Accessibility arrangements



At Stainton CofE Primary School we aim to prevent disabled pupils from being treated less favourably than other pupils. All children are taught to be inclusive through our school vision of "love one another" and is reinforced through our PSHE, Jigsaw scheme.

We are adaptable to help disabled pupils and carers having access to and around school, including the provision of auxiliary aids such and seeking advice from external services.

Our school's accessibility plan is available on our school's website and covers the following:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- To improve the availability of accessible information to disabled pupils

## 7. Staffing and Partnership

The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these, where possible, in conjunction with identified school priorities. Particular support is given to new members of staff by the SENDCo as part of their induction. Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The SENDCo, in consultation with the headteacher, will provide training through the INSET programme to ensure all staff are fully informed of relevant SEND issues and procedures within school.

### Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services such as professionals in autism, Early Years Foundation Stage
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or community pediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers



- Social services

## Partnership with Parents

Class teachers work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in case of any concern or difficulty.

The school provides information about the Parent Partnership Service (Independent national service provided by the Government to support parents of children with Special Educational needs). A Parent Partnership Advisor can provide independent support and advice. Parents can self-refer to this service.

At all stages of the SEND process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. Parents are involved in target setting and are given sufficient notice of Annual Review dates to enable them to attend. Prior to the meeting, they will have an informal talk with SENDCo so that they are aware of the formality of the meeting and feel comfortable with the procedure.

## Links with other schools

The SENDCo and class teacher liaises with the SENDCo to local secondary schools, when necessary, to ensure that effective arrangements are in place to support pupils at the time of transfer. Staff from secondary schools are invited to attend review meetings and come into school to form relationships with the children in order to make transitions smoother. When pupils move to another school their records are transferred, to the receiving school.

Local schools are part of a SEND cluster where staff meet together to discuss relevant issues and receive training from expert staff and advisors.

When pupils move to another school their records are transferred, to the receiving school, within 15 days of ceasing to be registered at Stainton C of E School. The SENDCo and class teacher will also make contact with the school to discuss any details that may assist in a smooth transition.

## 8. Success Criteria

The success of this policy is judged against the aims set out above.



If we are successful in implementing our Special Educational Needs and Disability policy, the following will be apparent;

**Our pupils will:**

- achieve to the best of their ability within an inclusive setting
- be aware of their educational and social success as well as their contribution to school life
- be happy, confident and proud of their achievements

**Parents and Carers will:**

- have been kept fully informed and involved in all stages of their child's education including target setting
- be aware of their child's success and achievements

The policy is discussed annually by staff and the Governing Body's Annual Report will comment on its implementation. Unless required, the policy will be reviewed on an annual basis.

Additionally, the school will set specific targets against which progress can be measured on an annual basis which will be set out on a yearly action plan.

This policy is in accordance with and complies with the statutory requirements in the SEND Code of Practice 0 - 25 (2014) and should be read in conjunction with the following guidance, information and policies:

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding policy
- Complaints policy

All of the above can be found on our school website  
<http://www.stainton.cumbria.sch.uk>.

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with:



- Mrs J Bragg SENDCo (Special Educational Needs and Disability Coordinator)
- Mrs Dunham (Headteacher)
- Mrs Kay Hall (SENDCo Governor representatives)
- School staff
- Parents and children of Stainton CE Primary School

## 9. Complaints procedures

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Headteacher and SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

## 10. Contact Information

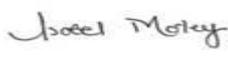
Headteacher: Mrs Helen Dunham

[head@stainton.cumbria.sch.uk](mailto:head@stainton.cumbria.sch.uk)

Special Educational Needs Coordinator (SENDCo): Mrs J Bragg (NASENDCo Awarded 2017)

[senco@stainton.cumbria.sch.uk](mailto:senco@stainton.cumbria.sch.uk)

**School contact number:** 01768 840673

**Signed:** 

**Date:** February 2023

**Review Date:** February 2024