

CUMWHINTON SCHOOL



...Inspired by Cumbria,
ready for the world...

Special Educational Needs and Disability Policy

Last Review Date: October 2024

Next Review Date: October 2025

Signed:

Date: 21/05/2025

(Chair of Governing Body)

Signed:

Date: 21/05/2025

(Headteacher)

Signed:

Date: 21.05/2025

(SEND Governor)

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1) The SEND policy - introduction

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

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.
- Data Protection Act 2018.

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

- SEN Code of Practice 0-25.
- Supporting Children in schools with Medical Conditions 2017.
- Keeping Children Safe in Education September 2021.
- Working Together to Safeguard Children 2018.
- Arranging education for children who cannot attend school because of health needs 2023.
- Promoting and Support Health and Well-being in Schools 2025.

The Special Educational Needs and Disability (SEND) Policy outlines how Cumwhinton School aims to meet the additional needs pupils may have. It follows the Special educational needs and disability code of practice: 0 to 25 years (DfE, DfH, January 2015), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England' for organisations which work with and support children and young people who have special educational needs or disabilities'. The Special educational needs and disability code of practice (2015) states that: All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best,
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Cumwhinton School is an inclusive school, committed to providing a high-quality education and environment, which enables all pupils to achieve their potential. We aim to ensure that all children have equal access to a broad and balanced curriculum. We recognise the importance of early identification of SEND and intervention and have procedures in place to

ensure these. Cumwhinton School intends to work with Cumbria Local Authority and the principles above which underpin this policy. The SEND policy promotes pupils working towards becoming independent and resilient learners and complements other school policies.

The Special Educational Needs Co-ordinator (SENDCo) is: Faye Johnstone-Hill

2. Definition of SEN

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.

As per the definition under the Equality Act 2010, a disability is defined as ‘a physical or mental impairment that has a substantial and long-term adverse (negative) effect on your ability to carry out normal day-to-day activities’.

The four identified areas of need in the Code of Practice 2015 are:

Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people who are neurodiverse, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple

learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

There are many different types of physical and/or medical conditions. Individuals' needs vary and can change over time, and, as such, the requirement for one child/young person will not be the same for another with the same medical condition.

Many children/young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support from a specialist teacher with a mandatory qualification (MQ) in VI/HI/MSI) and/or equipment to access their learning or habilitation [e.g., mobility and independent living skills] support. Young people with an MSI have a combination of vision and hearing difficulties.

3. The needs of children with SEND may be met at Cumwhinton School by:

- a. Quality First Teaching
- b. Early identification followed by 'SEN support' level of intervention
- c. Referrals and recommendations by external professionals
- d. Education Health and Care Plans (EHCP)

a. Quality First Teaching

We provide a graduated approach to teaching children with SEND:

- Quality first teaching provides differentiation for all children including those with SEND.

- Additional targeted support in the area of specific need, this may be individual or a small group intervention. Extra support and multisensory resources are available to facilitate curriculum access.
- Provision of outside agency/specialist support for the individual over a short period of time.

b. Early Identification

Pupils with special educational needs are identified in a number of different ways:

- Through regular monitoring of attainment and progress - concerns arise when pupils are falling behind or making inadequate progress given their age, starting point and national expectations of progress.
- Observation of pupil behaviour – concerns arise when behaviour affects the safety, wellbeing or learning of the pupil and or peers.
- Through a range of high quality and accurate formal and informal assessments carried out by the SENCo and/or specialists.
- Through parent contact.
- The class teacher in consultation with SENCO or phase/year leaders arranges and organises appropriate provisions which will include Quality First Teaching (QFT).
- The impact of these provisions is reviewed within a short period, usually a term. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term.
- Where little or no progress is seen, the class teacher and parents/carers, in consultation with SENCO /Year leaders or external agencies, agree further strategies to support the child towards agreed outcomes.

As part of this identification process at Cumwhinton School, we would also take into consideration others factors that may be affecting the progress of a child that are not special educational needs. These include:

- Disability (The Code of Practice outlines the duties on schools in respect of disability discrimination under current Equality legislation, including a duty to make “reasonable adjustments” in specified circumstances. Note that a disability may or may not also constitute a SEN, depending on the impact on the child’s learning and/or use of educational facilities).
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium Grant (PPG).

- Being a Looked After Child.
- Being a child of a Serviceman/woman.
- Being a Young Carer.

c. SEN Support

Where little or no progress is evident over time, a SEN Support Plan is drawn up in consultation with the class teacher, parents/carers and SENCO. The child is then entered onto the school's SEN register. Teachers may make adaptations within lessons to meet the needs of pupils with SEN.

- Triggers for interventions are informed by evidence about the child's learning, progress and specific difficulties and consultations with parents, staff or external agencies.
- The pupil's response to intervention is monitored and assessed regularly.
- Further details on resources, interventions and external services that may be available are stated in the SEN Information Report (Local offer), which is published on the school website.
- Where appropriate, following a consultation between the teacher, SENCo and parents, a referral to an external professional is made.
- Parents/Carers, SENCo, Class teacher and outside agencies, work collaboratively to plan appropriate interventions to address the difficulties.

SEN support plans are reviewed termly.

d. Education Health and Care Plans (EHCP)

A small number of children have a high level of SEND and/or they will show limited progress. A Team Around the Child (TAC) meeting will be arranged in such cases, to discuss the possibility of requesting a full assessment on SEN by the Local Authority. The Local Authority may decide to issue an EHCP.

If a request for a full assessment of SEN is agreed at the school level, a range of written evidence is collected and submitted to Cumberland Local Authority. Parents are involved in the application process and are required to contribute their views to the request forms. The Cumberland SEN panel makes a decision whether or not to proceed with the assessment.

If an EHCP is issued, it is reviewed annually with reference to the long - term outcomes. Short-term outcomes continue to be set termly through SEN Support Plans in conjunction with teachers, SENCo and parents/carers.

4. At Cumwhinton we work in partnership with:

a. Parents and Carers

We believe that parents have the right to be involved and contribute to the decision making process about their child's education. We do this by:

- Engaging parents through meetings, parents evening, e-mails and phone calls to take account of their wishes and aspirations for their child.
- Involving parents in the graduated approach (assess, plan, do, review) and SEN Support Records.
- Listening to and valuing the parents' views and offers of support as significant contributions in the home-school partnership, in the interests of the child.
- Parents may not be informed of general informal advice sought from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.
- Giving parents access to information about the support they and their children can receive through the Local Offer, the schools' SEND Information Report and impartial advice and information from Cumberland SENDIASS. More information can be found here: [Cumberland SEND Information Advice and Support Service \(SEND IASS\) | Cumberland SEND Information, Advice and Support Service](#)

b. Children – they are involved in the decision making about their provision by:

- Target setting
- Assessing progress
- Contributing to the Initial Concerns Record, SEN Support Plans and annual reviews
- Contributing to school reports where appropriate or whenever deemed suitable in supporting provision.

c. External Professionals

At Cumwhinton we have well established links with health services, social services, Cumberland SEND services teams and voluntary organisations. The full range of support services available in Cumbria for children and young people with special educational needs or disabilities and their families can be found in Cumberland's Local Offer:

[Families Information | Special Educational Needs and/or Disabilities \(SEND\) Local Offer](#)

5. At Cumwhinton School, children with SEND are offered full access to a broad, balanced and relevant education through:

a. Admission Arrangements

- The school is often notified of a child's SEN on entry by the parent/ carer or an external provider/ agency.
- There are not any different admission arrangements for pupils with SEND who do not have an EHCP (see admissions policy).
- Children who are applying with EHCPs will have their needs assessed and admission agreed in line with the DFE admissions policy and SEND Code of Practice 2015, taking into account parental preference and whether the school is able to provide for their needs.

If Cumwhinton is named in the EHCP, the child has the right to be admitted to the school.

b. Equality

- All pupils have an equal opportunity to engage in the curriculum.
- All pupils follow the expected behaviour policy as appropriate for their specific needs (see Behaviour and Anti-Bullying Policy) or follow guidance and support from outside agencies where appropriate.

c. Accessible

- An accessible curriculum is provided for all individual pupil needs.

Accessibility plan available via the school website.

6. Roles and Responsibilities

a. Governors/ SEND Governor

Chair of Governors is Matt Squires.

SEND Governor is Marlene Martin.

The governors are responsible for:

- The strategic development of SEND policy and provision.
- Having regard for SEND Code of Practice and providing strategic support to the Head teacher.
- Co-operating with the local authority including in developing the local offer and when the school is being named in an EHC plan.

b. The Headteacher

The Headteacher is responsible for:

- Work with SEND Governor to determine the strategic development of the SEND policy and provision in the school.

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

c. The SENDCo

The SENCo is responsible for:

- Overseeing day-to-day- operation of school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with staff about pupils' SEND.
- Providing extra resources for pupils with SEND.
- Advising staff on strategies for meeting pupils' SEND.
- Liaising with parents of pupils with SEND.
- Liaising with outside agencies in the interests of pupils with SEND.
- Establishing and maintaining records for pupils with SEND.
- Liaising with potential next providers of education.

d. Teaching Staff

Teaching staff are responsible for:

- Providing quality first teaching
- The progress and development of pupils in their class.
- Focusing on what outcome should be wanted from SEND support.
- Involving parents and pupils in planning and reviewing progress and initiating TAF's where necessary.

e. Teaching Assistants/Learning Support Assistants

Support staff are responsible for:

- Working with the Teacher and SENCo to contribute to pupil progress and narrow gaps in performance.
- Focusing on achievement of specific outcomes within the graduated approach to SEND support.

7. Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Policy agreed by governors:

Next Review due: