

Skelton School  
and  
Skelton Crafty Kids After School Club

# SEND POLICY

AUTUMN 2024



SEND CO-ORDINATOR: Miss Sophie Dobinson  
SEND GOVERNOR: Mrs M Towers  
After School Club Leader: Miss Julie Bell

Review date: Autumn 2025

## Introduction

Skelton School's SEND policy sets out the school's approach to supporting children with special educational needs and disabilities (SEND). Wherever the term 'school' is used this also refers to wrap around care provided by the After School Club and Breakfast Club.

For more information about how we support children with SEND please also see the Local Offer for SEN and our SEND Information report which we update annually. This can be found on our school website at: [www.skelton.cumbria.sch.uk](http://www.skelton.cumbria.sch.uk)

Skelton School provides a broad and balanced curriculum for all children which is differentiated to meet individual needs and abilities.

This policy outlines the framework for the school to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

In our school we believe that every teacher is a teacher of every child, including those with SEND. Skelton School intends to work with Cumbria Local Authority and within the following fundamental principles, which underpin this policy:

- a child with SEND should have his/her needs met
- the view of the child sought and taken into account
- parents have a vital role in supporting the child's education
- children with SEND are offered access to a broad, balanced and relevant education, including an appropriate curriculum for the early years
- high quality provision in place to support and meet the needs of a child with SEN or disabilities, including a clear approach to identifying and responding to SEND
- successful preparation for transition to secondary school or next steps within education

## Legal framework

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.

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

- SEN Code of Practice 0-25, 2015
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children

## Aims

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 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.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the child’s area of need.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

## Defining SEND

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

*A child or young person has **special educational needs** if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

***A learning difficulty or disability** is a significantly greater difficulty in learning than the majority of others of the same age.*

***Special educational provision** means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

*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’.*

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, etc.

## Categories of SEND

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 areas(s) of need at the relevant time.

Area of Need	
Communication and interaction	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. Pupils who are on the autism spectrum often have needs that fall into this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <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> </ul>

	<ul style="list-style-type: none"> <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>
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 examples 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. 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>

Behaviour is not classified as a SEN. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), the school, in collaboration with the parents, would complete an Early Help Assessment and support the child through that process.

If parents and school are concerned that the child's behaviour may be caused by a mental health need, we may discuss with parents the need for a referral to CAMHS or Barnardos.

All children's behaviour is responded to consistently in line with our Whole School Behaviour Policy, which is reviewed annually by the Governors. However, reasonable adjustments are made to accommodate individual needs.

In addition, children are not regarded as having a learning difficulty solely because the language or form of language spoken at home is different from the language in which they will be taught in school.

## Leadership and Management

The special educational needs co-ordinator is Miss Sophie Dobinson.

The Governor with particular responsibility for SEND is Mrs M Towers.

### The governing body has a responsibility to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young

person's SEND.

- Designate an appropriate member of staff (the SEND co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEND
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6<sup>th</sup> day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer.

**The Headteacher has a responsibility to:**

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SEND Co-ordinator has sufficient time and resources to carry out their functions.
- Provide the SEND Co-ordinator with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

**The SEND Coordinator (SENCO) must:**

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment or (as in the case of the current teacher who is the SEND Co-ordinator) be exempt from the requirement to hold the National Award due to being SENCO prior to 1st September 2009.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.

- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.

#### **Class / subject teachers must:**

- Provide quality teaching first in response to SEND.
- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SEND Co-ordinator and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Work with the SENDCO to review each pupil's progress and development, and decide on any changes to provision.

## **Identification, Monitoring and Tracking**

A pupil has SEND where their learning difficulty or disability calls for special educational provision different to that or additional to that normally available for pupils of the same age.

We will assess each pupil's current skills and level of attainment on entry to school and make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress for their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the, SEND Co-ordinator will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data. A plan of action is then agreed.

We are alert to emerging difficulties and respond early. For some children SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC or ADHD or some other disability.

We also support the emotional, mental and social development of children with SEND by listening to their

views and providing opportunities for spiritual, moral, social and cultural development throughout the school.

## **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents and carers.

- to have regard to the views, wishes and feelings of the parents/carers
- Provide parents/carers with the information and support necessary to enable full support in the decision-making process
- Support parents/carers to facilitate the development of their child in order to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

If a child is experiencing difficulties, parents/carers will be informed either at parents' meetings (autumn and spring terms) or an informal meeting will be arranged to discuss the child's progress. We are committed to working in partnership with parents and carers:

Once a child has been identified as having Special Educational Needs or disability, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SENS (SEN SUPPORT)
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents and children are invited to a meeting three times a year to review progress made, set targets and agree provision for the next term

## **Recording Information for Children at SENS (SEN support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- An Individual Education Plan (IEP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Each term, the teacher assesses progress made towards each of the targets and sets new targets where appropriate.
- Specific intervention logs to monitor progress are kept by staff and shared regularly with the SENDCO.

## **Additional Professional Support**

All of our teachers are trained to work with children with SEND. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites. Some support staff have expertise and training in specific areas of SEND. (See school's Local Offer).

Additional expertise is provided by the Local Authority or the NHS. This includes access to Educational Psychologists, Advisory Teachers and medical specialists.

If we feel we need additional support to meet a child's needs we will request the advice of other services. We may involve specialists at any point to advise on the early identification of SEND and effective support and interventions. In order to do this a SEND Early Help Assessment will need to be completed collaboratively by school and parents. Where a child is looked after we work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We will respect parent/carer's rights to confidentiality when supporting children with Special Educational

Needs; we will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. Records of involvement of specialists are kept and shared with parents. All meetings with parents, other than the normal staff parent contact, will take place in private.

### **Requests for an Education, Health and Care Needs Assessment**

If a child fails to make progress, in spite of high quality, targeted support at SENS we may, in consultation with parents/carers and any external agencies already involved, apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths as well as the barriers they face.

The purpose of the EHC Plan is to make special educational provision to meet the special educational needs of the child, to secure outcomes for them across education, health and social care. The EHC Plan also records the provision necessary, the name of the setting where the provision is to be made and how the needs will be met. All EHC Plans are reviewed at least annually and those involved are invited to consider whether any amendments need to be made.

### **Curriculum and Learning Environment**

Teachers and or Teaching Assistants aim to spend time each day working with all children with SEND, individually or as part of a group.

The school has a range of interventions. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the Intervention, and by the SENCO who monitors overall progress after the intervention. This enables us to develop the use of interventions which are most effective and to remove those which are less so.

In addition, where it is felt that a child may begin to fall behind peers or forget what has been learned because of school holidays, class teachers may provide a 'catch up plan' of work to be sent home and completed during the holiday. Parents are always made aware that of this work and encouraged to support their child to complete it.

### **Inclusion**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

### **Adaptations to the Curriculum Teaching and Learning Environment**

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc by ensuring classrooms are uncluttered and tidy. This is good practice to support all children, but is vital for those with specific sensory difficulties.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.



### **Access to extra-curricular activities**

All of our children have equal access to our After School Clubs And after school activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

## **Transition Arrangements**

### **Transfer within school**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise children with their new environment

### **Transition to Secondary School**

Enhanced transition arrangements are tailored to meet individual needs. Transition reviews for Year 6 pupils with EHC Plans are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **Cumbria's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cumbria's Local Offer is available from the website:

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. All schools in Cumbria make arrangements to support children with Special Educational Needs (SEN) including Skelton School. Parents are welcome to visit the school, chat with the headteacher and SENDCO to ensure all the needs of the child can be met on an individual case basis.

For children with accessibility requirements, more information can be found in the school access plan which is published on the school website.

## **Reviewing the Policy**

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. This policy was approved by governors in Autumn 2024.

Signed           *Silvia*          

Date           25.11.24