

*Life in all its fullness*

# **Ambleside CE Primary School**

**Part of the Good Shepherd Multi Academy Trust**

**Company Number 9341374**



## **Special Educational Needs and Disability (SEND) Information**

Originated: Curriculum Committee

Date of adoption/review: Summer 2025

Date when next review due: Summer 2026

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Headteacher and SENCo: Mrs Alison Broom

At Ambleside C of E Primary School, the mission statement of our school is 'Life in all its fullness' and we want all of our pupils to have this by living a range of exciting and inspiring experiences throughout their time with us. We strongly believe that all children have the right to receive the highest quality of education and we are committed to providing the best environment for each and every child in our care so that they reach their full potential – emotionally, socially, physically and academically. The staff at our school recognise the need for their teaching to be *"of a high quality, differentiated and personalised, to meet the needs of the majority of children and understand that some children need educational support that is additional or different to this."* (SEN Code of Practice for 0-25). As a school we aim to ensure that such provision is made for those who need it and every teacher is responsible for ensuring that every child accesses this entitlement. Our SENDs provision has been developed with the teachers, parents and governors of the school in accordance with the SEN Code of Practice 0-25 guidance (2014).

Our SENDs provision complies, with the statutory requirement laid out in the SEND Code of Practice (0–25), has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Children and Families Act 2014

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long- term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this information report, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.

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

**Aims**

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including their parents and carers are aware of an individual pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

## **1. Objectives**

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCo and ensure that they hold the statutory national SENCo qualification.
- Inform parents when we are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies.

## **2. Roles and Responsibilities**

### **The Local Governing Body**

The SEND Governor, Mrs Ruth Halsey will support the LGB to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives regular reports to update the LGB on progress of SEN issues
- the SEN policy is reviewed annually

### **The Headteacher**

Mrs Alison Broom

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the LGB informed about the special educational needs provision made by the school. The Headteacher will work closely with the special needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher, as SENCo, will identify areas for development in special educational needs and contribute to the school's improvement plan. They will also ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

### **The Special Educational Needs Co-Ordinator (SENCO)**

The SENCo is responsible for:

- coordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IEPs are written and that reviews take place.

### **Role of class teacher and teaching assistants**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and

the teaching assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENCo to formulate and review IEPs and to maintain up-to-date SEND records on students as appropriate.

### **3. Identifying SEND**

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, the school has a clear approach to identifying and responding to SEND.

Classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

### **4. Broad Areas of Need**

These four broad areas give an overview of the range of needs that may be identified and planned for.

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

#### **4.2 A Graduated Approach to SEN Support**

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, Phonics Screening Checks, SATs or the use of PIVATS. Teachers will then consult the SENCo to consider what else might be done – the child's learning characteristics, the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This could constitute Special Educational Provision (SEP) and the child could be registered as receiving SEN Support.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCo will be responsible for liaising with those agencies. The SENCo will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCo will update all records of provision and the impact of

that provision. The teacher will maintain the Individual Education Plans (IEPs) and keep them updated.

**ASSESS** - The teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO** - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW** - The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

## **5. Safeguarding**

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not

limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice- based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

#### **6. Statutory Assessment of SEN**

If the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP).

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual education plans (IEP)
- records of reviews with pupils and parents, and their outcomes
- Early Help Assessment and medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the Westmorland and Furness Local Authority website:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

## **7. Annual Review of the EHC Plan**

All EHC Plans must be reviewed at least annually. The SENCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCo will record the outcomes of this meeting and as Headteacher and SENCo, Mrs Alison Broom will ensure that it is sent to the Local Authority.

### **8. Criteria for exiting Special Educational Provision**

A child may no longer require SEP, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

### **9. Supporting pupils and families**

Westmorland and Furness Local Authority's Local Offer can be found at:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

The school is committed to working closely with parents. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

The website page for SENDIASS can be found at:

<https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service>

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCo. Parents are encouraged to be involved with target setting for IEPs. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review

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progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child,

and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child, they should consult the SENCo and/or Designated Safeguarding Lead.

Depending on the special educational needs of the child, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist or the Traveller Service.

The Designated Safeguarding Lead is Mrs Alison Broom.

The School's Safeguarding Governor is Mrs Judith Keely.

## **10. Admissions**

Pupils with special educational needs will be admitted to Ambleside C of E Primary School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Ambleside C of E Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions Policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school, the Year 6 teacher and SENCo will meet with the SENCo of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

## **11. Medical Needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions

may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **12. Monitoring and evaluation of the Policy**

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan.

## **13. Training and resources**

The Local Governing Body (LGB) will ensure that there is a suitably qualified SENCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The LGB ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHCP targets and in relation to needs.

The LGB will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/ SENCo.

The SENCo will keep abreast of current research and thinking on SEN matters.

The SENCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

#### **14. Storing and managing information**

The confidential nature of SEND information is fully recognised at Ambleside C of E Primary School. Information is kept securely in the cloud on a staff drive only accessible by members of staff and is password protected, or is stored in a locked cabinet.

#### **15. Reviewing the SEND information report**

This information will be reviewed as part of the school's evaluation cycle and will be looked at yearly.

#### **16. Accessibility**

The Disability Discrimination Act (1995) protects people with disabilities from discrimination and the SEN and Disability Act (2001) placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Ambleside C of E Primary School publishes its accessibility plans within its Local Offer. This can be found on the school's website at:

<https://www.ambleside.cumbria.sch.uk/information/special-educational-needs/>

#### **17. Complaints**

The complaints procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily, parents have recourse to the following:

- Discuss the problem with the SENCo (Headteacher).
- More serious on-going concerns should be presented in writing to the SEN Governor (Mrs Ruth Halsey), who will inform the Chair of the LGB.