Special Educational Needs & Disabilities (SEND) Policy

Building bridges to a brighter future
SOUTH CUMBRIA
PUPIL REFERRAL SERVICE

RECORD OF ISSUE			
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GENERAL INFORMATION

Head Teacher

Lisa Balderstone
Tel: 01229 407470

Staff with a specific role for students with an Education Health and Care Plan or at school support

Lisa Balderstone	Head teacher
David Smith	SENCo
Sara Rose	Assistant SENCo
Key teachers	

Behaviour support workers	Senior Teaching Assistants	Higher Level Teaching Assistants
Sue Birkbeck	Caroline Neves	Lyndsey Croasdale
Kharah Gill	Instructors	Shaun Mansell
Kylie Casey	Dan Webber	
Gaz Smith	Scott Bown	
Hannah Pearce		
Abby-Gayle Evans		

REFERENCES

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (DfE January 2015) and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with special educational needs (SEND) and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (updated 2017)
- National Curriculum (2013)
- Overall Safeguarding Statement and Child protection Policy
- Equality Policy Statement & Single Equality Scheme
- Accessibility Plan
- Teachers Standards (2011)
- Mental health and behaviour in schools (2018)
- Westmorland and Furness Special Educational Needs and/or Disabilities (SEND) Handbook (2022)

This policy was created by the school's SENCO and Head with the SEND member of the Management Committee and in liaison with all staff.

1. INTRODUCTION

South Cumbria Pupil Referral Service provides a broad and balanced curriculum for all students. Staff respond to pupils' individual needs and abilities and adapt their teaching as necessary. All students supported by the service are identified as having special educational needs which is the reason for the service's involvement.

Students can have special educational needs or disabilities (SEND) throughout, or at any time during their school career. This policy, alongside the SEND information report, sets out how the service provides for students' SEND.

Every member of staff is a teacher of every child or young person, including those with SEND. Teachers take into account in their planning a student's special educational needs. The provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

2. AIMS AND OBJECTIVES

The aims and objectives of this policy are:

- To set out how our service will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The service aims to create an environment and whole school approach that meets the special educational needs of each student. To support this the service works hard to meet the various special educational needs of the pupils. As a service whose specialism is social, emotional and mental health needs we aim to be trauma and attachment informed. The service recognises however that many students may have other SEND that needs supporting. This policy sets out how staff can support all of these needs and how staff can access support and advice for working with special educational needs pupils.

The service also encourages students and their families to be fully involved in their learning. This policy sets out how they can be involved in co-producing their SEND provision and how they and referring schools are kept fully informed and are engaged in effective communication about their child's SEND.

To meet the SEND of our students the service will often need support from partner agencies. This policy makes clear the expectations of all partners in the process and provision of special needs.

2. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. Early identification

and intervention can significantly reduce the need for more costly interventions at a later stage.

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The Service's SEND Information Report provides further details on how staff identify the nature of pupils' SEN.

These areas give an overview of the range of needs that we plan for. However, individual children often have needs that cut across more than one of these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children with autism may have needs across all areas.

The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them, using well-evidenced interventions targeted at areas of difficulty, reasonable adjustments to accommodate needs and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them.

Westmorland and Furness Council has published a SEND Handbook which gives examples of the types of SEND difficulties students may face and suitable provisions that can be made.
Where there is a need for significant additional support an application for an Education Health & Care Plan (EHCP hereafter) may be made. Again the local authority handbook sets out criteria and bands of need against which an EHCP may be assessed.

English as an additional language

South Cumbria Pupil Referral Service welcomes students and their families of any ethnicity. We recognise that some of these students will speak English as an additional language (EAL) and this may present a barrier to their learning. Students with EAL may require additional support to ensure their full curricular access, however EAL is not a special educational need or disability.

The service recognises that staff may need advice on how to best support these students and that EAL can make identifying SEND more challenging. Where necessary the service will seek specialist advice to suggest strategies which staff can use to adapt their teaching, as appropriate, for EAL students or to advise when EAL and SEND is suspected.

All staff will seek to promote equality of opportunity through the enhancement of the English language skills of the student. When a student who has EAL is referred to the service their requirements are assessed and prioritised through dialogue with the family.

3. A GRADUATED APPROACH TO SEND SUPPORT

- All students are referred to the service as having additional needs. The service will liaise with the referring school, parents and any other agencies involved to fully identify the pupil's need(s). This work is coordinated by the key teacher via the referral and induction process in the first instance.

- Where pupils are permanently excluded, they almost always have SEND, but there are occasional exclusions for genuinely one-off serious incidents and these pupils may not have additional needs.

- Pupils admitted to the Channelside provision in key stage four will have an EHCP for SEMH needs.

- All 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.

- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND and additional intervention and support cannot compensate for a lack of good quality teaching. Monitoring and improving the quality of teaching is the responsibility of the Assistant Heads (one of whom carries out the SENCO role).

- Wherever possible we do not withdraw students from the classroom; this reflects the service's belief that all students have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the students to work in a one-to-one situation outside the classroom. Some pupils with the most complex needs have bespoke provision with more, or even all, of their provision provided one-to-one.

- If pupils are not making progress or if it is felt it would be beneficial to seek the advice of another professional (education, health or social care) this will be discussed at the pupil review meeting with all involved. If an Family Help Assessment has not already been completed this will be done at this stage to access the required support with parental/carer consent.

- This will be kept under consideration following an ASSESS – PLAN – DO – REVIEW model.

Specialist Teaching

Many staff hold a higher-level qualification specifically to teach students with social, emotional and mental health difficulties. The SENCO has a qualification in teaching pupils with Language and Communication difficulties. Professional development is delivered to all staff, through INSET days and staff meetings to promote a full understanding of the current SEND issues, both locally and nationally.

Support from outside the service

Some students may need additional support so that their needs are fully met. This could be in the form of student assessment and advice to the service from educational psychologist or specialist advisory teachers. Alternatively, it may mean that other services, such as CAHMS or the Barnardo's Education Mental Health Support Team are working directly with students to support their social, emotional or mental health needs. The service may also commission alternative provision providers to support students.

Requesting an Education, Health and Care needs assessment

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the service will consider requesting an Education, Health and Care needs assessment. This would be discussed in detail with the pupil and family and their views included at all stages of this process. For dual roll pupils their school will be consulted and in all cases any other agencies involved will be asked to support in establishing the way forward to best meeting the pupil's needs.

The service is funded via the LA High Needs Block, but more specialist provision may be sought via an EHCP in conjunction with the relevant LA officers.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

Some of the students with the highest levels of SEMH needs may struggle to access the full breadth of curriculum (and on occasion they may not be ready to engage with any academic provision). The service endeavours to provide a more therapeutic provision for these students. With the exception of the school counsellor, none of the staff are qualified therapists, so we class therapeutic provision as engaging provision based on strong relationships where children can enjoy some success. The aim to build confidence and eventually broaden their provision to include more of our curriculum offer.

Transition

SEND support includes planning and preparing for transition, before a child moves into another setting or school. This includes a review of the SEND support being provided or the EHC plan. To support the transition, information is shared by us with the receiving setting or school. We will agree with parents the information to be shared as part of this planning process.

4. MANAGING PUPILS ON THE SEND REGISTER

Almost all pupils referred to the service have some degree of Social, Emotional or Mental Health (SEMH) needs. Many have difficulties in other areas of SEND, but for the overwhelming majority SEMH is their primary need. Throughout our service, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that

children's mental health is a crucial factor in their overall wellbeing that it affects their learning and achievement.

To promote well-being and positive mental health the service has adopted a relational approach to behaviour management, described more fully in the Relationships and Behaviour Regulation Policy. Pupils are taught about well-being and mental health issues through the curriculum, both in Relationships and Sex Education and in other subjects where the opportunities arise. This is supported by regular mental health related events. Those pupils who need additional support in the area may have access to the school counsellor, the educational mental health practitioner assigned to the service, a range of pastoral interventions or be referred to outside agencies such as CAHMS.

Where pupils have SEND needs other than their SEMH needs the service will plan to meet these also. The first step is high-quality teaching for SEND pupils, but where this is not sufficient the service can also implement a range of other interventions. These include literacy, numeracy, vocabulary, subject based interventions or sessions that develop self-esteem and engagement through participation in, for example, sport, music or practical tasks. Any additional sessions are recorded in the provision map.

All pupils have a one-page profile, an emotional regulation plan, and an induction and review process that includes setting and reviewing targets and support strategies in a pupil action plan. These are drawn up by key staff with the pupil's parent/carer(s), school and other agencies involved at the induction meeting. This document is shared with the SENCo and all staff and is the basis of review meetings. It is also shared with other agencies and the student's mainstream school as appropriate to support the pupil's needs being met in the home and school settings. At each review, targets are reviewed for progress (academic and SEND/SEMH needs) and new targets set as appropriate.

Student progress is reviewed by the whole staff on a rolling basis with calendared dates each term for data collection and analysis. Pupils are baseline tested for word reading, spelling, comprehension, reading accuracy and fluency and maths computation. Where difficulties are identified these will be shared with staff and interventions put in place as necessary. Pupils are retested termly to monitor progress in those areas.

Evaluation of Student Performance

Students within the South Cumbria Pupil Referral Service are being continually monitored and their progress is evaluated as follows:

- Half-termly reviews of targets set in pupil action plans.
- Academic progress towards targets sets based on initial assessment, monitored termly.
- Initial assessments in reading, comprehension, spelling and maths computation using the Wide Range Achievement Test (WRAT) and reading accuracy and fluency with termly retests where needs are identified and interventions put in place.
- For students with EHCP progress is monitored against the desired outcomes set out in their plans
- Reductions in the number of negative behaviour logs and increases in positive behaviour reports.
- Improvement in attendance.

- Improvement in health.
- Gaining external qualifications.

The service's local offer is published on the website (**southcumbriaap.org.uk**).

The effectiveness of additional provision at a service level is monitored via the school's provision map.

5. SUPPORTING PUPILS AND FAMILIES

Information on Westmorland and Furness's Local Offer for pupils with special educational needs can be found on the council website – the following link will take you to the relevant page: https://www.westmorlandandfurness.gov.uk/schools-and-education/special-educational-needs-send

The service provides a SEND information report, updated annually that sets out more details on how we identify and support pupils' needs and work with families. It can be accessed via the SEND tab on the school website: http://www.southcumbriaap.org.uk/sen/

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

Westmorland and Furness's SEND information and advice service offers up to date information, impartial advice and practical support to parents/carers of children with special educational needs or disabilities, which affect the way their child can access education. This support now includes signposting to health and social care advisory services. Their staff will make sure that parents/carers of all children (0-25 years old) with additional needs have access to information, advice and support. Confidential and impartial support is offered to parents/carers so they can make informed decisions about their child's education.

Generally, we can offer information, advice and support around education issues, although we can signpost parents on, with their permission, to other agencies who can help with different problems such as benefit claims.

Information on this service can be found on the Westmorland and Furness Council website: Westmorland and Furness SEND IAS Service | Sendiass

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 student's education.

The service works closely with all appropriate local authority and external agencies when identifying, assessing and making provision for special needs student.

Between all levels of staff, liaison with outside agencies is necessary for effective pastoral care. When the assistance of student support agencies is required the focal points for communication are as follows:

Organisation	Point of Contact
Access and Inclusion Officer Attendance	Nicky Braund-Smith (07966 641343)
Deputy Principal Educational Psychologist	Andrea Henderson (07736656752)
Inclusion Officer (Children Missing Education)	Maria Bellis (07881008284)
Inspira, Skills and Development Adviser	Sarah Carter (01229 615314)
Specialist Advisory Teaching Service	01229 407403
Furness General Hospital	01229 870870
Senior Access and Inclusion Officer (Exclusion)	Rose Johnson (07967 469947)
SEND Service Manager	Fran Davis (07584333794)
Area Service Manager Inclusion	Sarah Wright (07881 845565)
WFSCP Safeguarding Hub	Welcome | Westmorland and Furness Safeguarding Children Partnership 0300 3732724
School Medical Services	01229 409603

The school's admissions arrangements are available via the school website. Students are either referred to the service by their mainstream school; are placed here via the LA following a Permanent Exclusion from their mainstream school; or are placed at Channelside via the EHCP consultation process.

We liaise closely with each pupil's school SENCo and examination officers to ensure SEND children are able to access exams and other assessments. In our service Katy Chesworth is responsible for the coordination of this.

6. SUPPORTING PUPILS AT SCHOOL WITH PHYSICAL AND MEDICAL NEEDS

In order that students with a physical disability have full access to the curriculum, facilities are provided within individual classrooms and the school at large. The school has some areas adapted for wheelchair access. The centre's accessibility plan will ensure the any new capital projects consider the needs of those with a physical impairment.

Where necessary Personal Emergency Evacuation Plan (PEEP) will be put in place to identify a safe practice meeting the needs of the individual in the event of a fire or similar

During practical lessons, e.g. workshops or kitchens, where the lack of mobility of the student in an accident situation would otherwise enhance hazards a member of staff accompanies the students.

Where a student's Education Health & Care Plan indicates specific requirements, these are resourced accordingly.

Students who require physiotherapy or speech therapy will be withdrawn for an individual programme of work.

Toilet facilities for persons with disabilities are available.

Seven members of staff are first aid at work qualified.

The school recognises that pupils at school with medical needs 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 (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

The schools policy for 'supporting pupils at school with medical conditions' is available on the school website (http://www.southcumbriaap.org.uk/downloads)

Hearing Impaired

Students with impaired hearing will be actively encouraged to use language. The school will liaise with the Specialist Teaching Service for Hearing Impaired Students, who will offer regular advice and training if required.

7. MONITORING AND EVALUATION OF SEND PROVISION

The Service regularly and carefully monitors and evaluates the quality of provision offered to all pupils in consultation with pupils, staff and parent/carers and also in liaison with schools where pupils are dual registered with the service.

There is a named member of the Management Committee (Janet Willis) responsible for monitoring the arrangements for SEND provision across the service. Reports are provided to the Management Committee on SEND related issues on a termly basis.

8. TRAINING AND RESOURCES

The Head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the service, including the provision for students with EHCPs.

Dual registered students with a EHCP will receive support as identified in their EHCP. Where interventions are specified it will be agreed with the mainstream school with which the student is on roll which are to be provided at Newbridge House and which are provided by the school.

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

Staff training needs are identified within the school development plan and articulated through individual staff members' appraisal targets.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Specialist training in social, emotional and mental health needs is available to staff due to the nature of the service.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school is represented at county wide SENCo network meetings and the South Cumbria Local Integrated Practice Forum in order to keep up to date with local and national updates in SEND.

The school has Nasen membership.

9. ROLES AND RESPONSIBILITIES

In this service provision for students with special educational needs is the responsibility of all members of staff. The SENCO is responsible for the day-to-day operation of the SEND policy. The main duties are:

- To take day-to-day responsibility for the operation of the schools SEND policy and co-ordination of the provision made for students with SEND, working closely with staff, parents, the Inspira Personal Advisor and other agencies.
- To provide related professional guidance to colleagues with the aim of securing high quality teaching for students.
- To support colleagues, seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.
- To collaborate with all staff to ensure that learning for all students is given equal priority, and that available resources are used to the maximum effect.

The Management Committee does its best to secure the necessary provision for our students who have been identified as having special educational needs. They consult the LA and other schools when appropriate. The Management Committee has agreed with the LA admissions criteria, which do not discriminate against students with special educational needs or disabilities.

The admissions policy has due regard for the guidance in the Code of Practice in that they will:

- Admit students with already identified SEND, as well as identifying and providing for students not previously identified as having SEND
- Not refuse to admit a student because the school feel they are unable to cater for a student's SEND, unless there is incompatibility with the education of other students.
- Admit students with SEND but without EHCPs or are being currently being assessed. Students will be treated fairly as all other applicants for admission.

The Designated Safeguarding Lead is the Head teacher (Lisa Balderstone) and in her absence the Deputy Designated Safeguarding Leads are Jeremy Mark (Safeguarding and Family Liaison Officer, Sara Rose (Assistant SENCo), Leeann Evans (School Business Manager) or Megan Bland (Engagement Officer).

The member of staff responsible for managing PPG/CLA funding is the Head teacher (Lisa Balderstone).

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is the Head teacher (Lisa Balderstone).

10. STORING AND MANAGING INFORMATION

Student records are kept electronically where possible in line with the school policy on Information Management (this includes information on how long to store documents, what they are used for, when they should be destroyed, what should be kept, where, etc.).

11. REVIEW

This policy will be reviewed at least annually.

12. ACCESSIBILITY

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies are detailed in the services Equality scheme and accessibility plan (http://www.southcumbriaap.org.uk/downloads)

Parents and carers can contact key staff by contacting the main office on 01229 407470.

13. COMPLAINTS

Complaints can be raised with:

- the pupil's key teacher,
- the Head teacher (Lisa Balderstone)
- the Management Committee via the Chair (Stephen Wilkinson)

and can be done by contacting the main office at Newbridge House on 01229 407470 or in writing to the Clerk of the Management Committee, Leeann Evans, Newbridge House, Ewan Close, Barrow in Furness, Cumbria, LA13 9HU.

You can also contact Westmorland and Furness Council directly with a complaint via their website: (https://www.westmorlandandfurness.gov.uk/your-council/have-your-say/make-complaint)

14. BULLYING

The school's policy on bullying is within the Relationships and Behaviour Regulation Policy and is available on our website (http://www.southcumbriaap.org.uk/downloads) and is part of the induction pack of documents provided to all pupils.

If parent/carer(s) have any concerns please contact your child's key teacher in the first instance to inform us.

USEFUL RESOURCES

Legislation and statutory guidance

0-25 Special Educational Needs and Disability Code of Practice 2015
Children and Families Act 2014
Education Act 2011
Equality Act 2010
Special Educational Needs (Personal Budgets) Regulations 2014
Special Educational Needs and Disability Regulations 2014

Other Government information

Bullying guidance
Education Funding Agency (EFA)
First-tier Tribunal (Special Educational Needs and Disability)
Mental Health and Behaviour in Schools Guidance
National Award for SENCO Co-ordination: learning outcomes
Participation of young people in education, employment and training (DfE guidance)
Pathfinder information packs
Preparing for Adulthood
Provision mapping resources
Reasonable adjustments for disabled pupils 2012
Social Care for Deafblind Children and Adults guidance 2009 (DoH)
Supporting pupils at school with medical conditions (December 2015)
Working together to safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children. (March 2015)

Best practice examples/websites

Achievement for All
Autism Education Trust
Communication Trust
Council for Disabled Children
Dyslexia SpLD Trust
Education Endowment Foundation
I CAN – the children's communications charity
MindEd
nasen – National Association for Special Educational Needs
National Sensory Impairment Partnership
SEND Gateway