



Inclusion and Special Educational Needs (SEND) Policy

2025-2026

Signed (SENDCO)	A Dickinson
Approved by	Matthew Bowman
Date approved	
Role	Chair of governors
Next review date	September 2026

Annual Reviews

Date reviewed	Name of reviewer and any notes	Next Review
March 2023	M Bowman (Chair of Governors)	March 2024
October 2023	A Dickinson – annual review, removed links to from Cumbria to Cumberland	September 2024
September 2024	General review- updated dates/role change for HLTA for when needed	September 2025

The definition of SEND

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

A child of compulsory school age or a young person has a difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a difficulty which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

The SEND Code of Practice: 0-25 years (2015)

The definition of disability

A disability is defined as '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.

Equality Act (2010)

Types and categories of special educational needs

The 0-25 SEND Code of Practice (2015) identifies four broad areas of need and support:

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

We, at Raughton Head CE primary school, are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. We are committed to giving all our children every opportunity to achieve the highest of standards and we do this by taking account of children's varied life experiences and needs. The achievements, attitudes and wellbeing of all our children matter. Children may have a SEN/D throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulties that may be experienced by pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

SENDCO- Alison Dickinson

SENDCO is a member of the senior leadership team as the Headteacher

SENDCO supports local school with Leadership of SEND

Our Policy, SEND Information Report and Response to the Local Offer is developed annually and reflected on current need of pupils, as well as staff skills to provide support for potential new pupils. These reflect the Code of Practice (2014). We want all pupils, regardless of need to achieve their full potential and have access to all activities. We aim to remove barriers to learning through highly skilled staff and teaching.

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND Code of Practice 2014 section 1.24 and chapter 6 6.12)

Our school vision ensures all children are to become life-long learners and to be the best version of their own success regardless of their starting points.

Statement of intent

This policy outlines the framework for Raughton Head CE Primary School to meet its duties and obligations in providing high quality education to all of its pupils, including pupils with special educational needs and/or disabilities or learners that are vulnerable. This policy follows the guidelines set out in *Special educational needs and disability code of practice: 0 to 25 years (2014)*. Raughton Head CE Primary School therefore intends to work with Cumberland County Council and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN/D.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

1. Objectives

The aims of our policy and practice are:

1. To identify and provide for children who have Special Educational Needs and Disabilities (SEN/D) or who are Vulnerable Learners by ensuring that they are fully included within the school life and gain full access to the National Curriculum.
2. To operate a 'whole child, whole school' approach to the management and provision of support for children with SEND/Vulnerable Learners.
3. To carefully map provision for all children with SEND to ensure that staffing, deployment, resources allocation and choice of intervention is leading to good learning outcomes. These are reviewed at minimum termly.
4. To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others' (National Curriculum, 2014).
5. To work within the guidance set out in the *Special educational needs and disabilities code of practice: 0 to 25 years (2014)*.
6. To provide an Inclusion Leader SEND (Alison Dickinson) who will:
 - provide support and advice for all staff working with children with SEN/D or who are vulnerable learners.
 - provide support and advice for parents/carers/guardians who have children with SEN/D or who are vulnerable learners.
 - co-ordinate provision for children with SEN/D or who are vulnerable learners.

1. 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

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

- Special educational needs and disability code of practice: 0 to 25 years (2014).
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education. (September 2025)
- Working Together to Safeguard Children. (Last updated 2018)

2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

3. Areas of special educational need

The four broad categories of needs set out by the *Special educational needs and disability code of practice: 0 – 25 (2014)* are:

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

4. Vulnerable Learners

Vulnerable learners are children with barriers to learning which are not necessarily of a SEN/D nature. At Raughton Head CE Primary School we aim to facilitate the removal of those barriers so children can participate fully in the all areas of school life.

We recognise and consider what is **NOT SEND** but **may impact** on progress and attainment. These areas (non exhaustive) include:

- Attendance
- Health and welfare
- EAL
- Pupil Premium (Free school meals, disadvantaged, children looked after and Previously children looked after)
- Armed Forces children
- Medical needs

We do NOT recognise behaviour on it's own as a need in describing Special Educational Needs as behaviour is communication. An underlying response to a need is recognised and identified clearly and supported.

Children with English as an Additional Language

Definition

A child who has English as an Additional Language is a child whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL children are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all children regardless of ethnic, cultural or linguistic heritage. We aim to include all children and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school.

Children who are looked after in local authority care

Raughton Head CE Primary School recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to:

- attachment issues, early neglect, separation and loss, trauma and many placements move. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher (DT) for children who are looked after. At Raughton Head CE Primary School this is **Mrs Alison Dickinson**. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- ensuring that children who are 'looked after' have access to the appropriate network of support.
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern).
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times.
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the County's, 'The Virtual School (VS) for Children' which promotes the educational needs of Children who are Looked After and monitors admissions, PEP completion, attendance & exclusions. Please refer to our Looked After Policy on Raughton Head CE school website.

Admissions

The Local Authority controls our admissions as we are a community-maintained school. No child will be refused admission on the basis of ethnicity or EAL. Children who have EAL will be admitted under the same criteria as any other child applying for a school place. Where parents do not speak English, we endeavour to provide written information and help in their first language in order to facilitate the admission process and provide key information about our school.

Raughton Head CE Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN/D but do not have an EHC plan.
- Not refusing admission for a child who has SEN/D but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Further admissions policy and procedures please refer to Cumberland LA Policy, which Raughton Head CE School follows on the Cumberland Local Offer website.

5. Roles and responsibilities

The Headteacher (Alison Dickinson) has a responsibility to:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met even though responsibility in the first instance is on the class teacher and the Inclusion Leader SEND.
- Make sure that the Governing Body is kept up to date about issues relating to SEND.
- Regularly and carefully review the quality of teaching for pupils at risk of becoming vulnerable learners, as a core part of the school's performance management arrangements.

The SEND and Inclusion Leader, who is **Mrs Alison Dickinson**, has a responsibility to:

In line with the recommendation in the *Special educational needs code of practice 0 - 25 (2014)*, the SENDCO will be responsible for:

- Being a qualified teacher.
- Collaborating with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of the SEN/D policy and provision in the school.
- Working 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.
- Undertaking day-to-day responsibility for the operation of the SEN/D policy.
- Coordinating the specific provision made to support individual children with SEN/D, including those who have EHC plans.
- Liaising with the relevant designated teacher where a looked after pupil has SEN/D.
- Advising on a graduated approach to providing SEN/D support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEN/D.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the LA and LA support services.
- Liaising 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.
- Providing professional guidance to colleagues and working closely with staff members, parents, carers, and other agencies, including SEN/D charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals providing a support role to the family.
- Ensuring, as far as possible, that pupils with SEN/D take part in activities of the school together with those who do not have SEN/D.
- Ensuring that the school keeps the records of all pupils with SEN/D up-to-date.
- Informing the child's parents that SEN provision is being made, where the child does not have an EHC plan.
- Meeting termly with class teachers/staff to review SEN provision.
- Meeting termly with all stakeholders to review and plan SEN provision.
- Working as a part of the Senior Leadership Team analysing national data and in-house tracking.
- Implementing and monitoring a cycle of assess, plan, do and review.
- Maintaining and analysing the whole school provision map for SEND and vulnerable learners in consultation with the Senior Leadership Team.

Class teachers have a responsibility to:

- Plan and review support for their children with SEN/D, on a graduated basis, in collaboration with parents, the Inclusion Leader SEND and the pupil.
- Set high expectations for every child, aiming 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 children achieving and learning.
- Seek advice from the Inclusion Leader SEND.
- Ensure that the school's SEND policy is followed in their classroom and for all children that they teach with any SEND.
- Ensuring that the parent/carer/guardian are involved in supporting your child's learning.

The governing body has a responsibility to:

- Fully engaging parents and / or young people with SEN/D when drawing up policies that affect them.
- Using their best endeavours to secure the special educational needs provision called for by a child or young person's SEN/D.
- Designating an appropriate member of staff (the Inclusion Leader SEND) as having responsibility for co-ordinating provision for pupils with SEN/D.
- Appointing a designated teacher for 'looked after' children where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publishing annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publishing annual information about the arrangements for the admission of pupils with disabilities; the steps taken to prevent children with SEN/D being treated less favourably than others; and the facilities provided to assist pupils with disabilities. At Raughton Head CE School we follow the Local Authority Admissions Policy.
- Publishing accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information. This is reviewable every three years.
- Developing 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.
- Providing suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN/D, in line with their EHC plan.

The SEND and Inclusion Team is:

Alison Dickinson -Designated Safeguarding Lead (DSL)

Kelly Kavanagh -Deputy Designated Safeguarding Lead (DDSL)

Alison Dickinson -SENDCO

Helen Holgate - STA in Early Years Foundation Stage (EYFS)

Valerie Bailey - STA across school

Claire Kenyon - TA directly for EHCP pupils

Gillian Brazendale - HLTA across school working with additional needs if needed

Our support team are excellent at delivering pre/post teaching, emotional resilience, pastoral support and giving 1:1 and small group support to pupils above class teacher. They add value to pupils learning and development of the pupil as a whole.

We work as a team and our Teaching Assistants share good ideas together and support one another, have professional discussions and liaise effectively with the SENDCO and class teachers.

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEN/D express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN/D area of need.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

9. Joint commissioning, planning, and delivery

Raughton Head CE Primary School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with children and their parents, considering:

- Prevention.
- Early identification / recognition.
- How children and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable children to prepare for their future adult life.

Draw on the wide range of local data-sets about the likely education needs of children with SEN/D to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEN and disabilities among children at national level.
- Numbers of local children with statements/EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEN and disability.
- An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children with SEN/D.
- Increasing the proportion of children with SEN/D whose needs are identified before school entry.

6. Funding

Raughton Head CE Primary School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils. This is currently £6000 of the school's budget. Personal budgets are allocated from the local authority's high needs funding block and Raughton Head CE Primary School will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

7. Local offer

Raughton Head CE Primary School will cooperate generally with the local authority and local partners in the development and review of the local offer. Please refer to our schools Information Report for SEND for details.

8. Identification

To identify children with SEN/D at Raughton Head CE Primary School will follow a monitoring of need cycle in order to determine whether a child needs to be on the SEND register. This is completed by the class teachers and discussed with the SENDCO following a 6-8 week cycle of evidence gathering and showing that all quality first teaching and additional strategies provided by school have not shown any progress. This may also include an intervention pre and post assessment data progress measure. Undertaking an intervention does not necessarily mean a child is identified as SEND but this may become apparent at some stage for some pupils.

During the monitoring of need cycle we will utilise the following for identification (non-exhaustive):

- Assess each child's current skills and levels of attainment on entry.
- Pre and post assessment in subjects taught in class
- Pre and post assessment for any short term intervention that may have been implemented
- Evidence of class work in their work books (samples) and SENDCO reviewing class books
- Discussions with class teachers and parents
- Child's progress is slower or minimal to that of their peers starting from the same baseline.
- Requires extra support or additional resources to make good progress given their age and starting point.
- assesses whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Please also refer to our school's Information Report on our school website for further information.

At Raughton Head CE school we ensure we monitor and try a variety of strategies and record evidence of need in order to ensure a child is appropriately identified as SEND rather than underachievement. We utilise the Cumbria SEND Toolkit to support identifying need. (Written November 2021 and available on the SEND Local Offer website)

11. Graduated approach – process of meeting children's needs

Raughton Head CE Primary School employs a graduated approach to meeting children's needs (APDR), including:

Establishing a clear **assessment** of the child's needs.

- **Planning** with parents/carers/guardians, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing (DO)** the interventions, with support of the Inclusion Leader SEND.
- **Reviewing (REVIEW)** the effectiveness of the interventions and making any necessary revisions.

The school follows a cycle of Assessment, Plan, Review and Do with all children who are identified with SEN/D. Our SEND support plans follow the cycle of APDR and are reviewed termly as a minimum with parent, pupils- where appropriate, class teacher and SENDCO.

At Raughton Head CE School we hold an ongoing SEND register of children who require additional support beyond Quality First Teaching and a live document for provision mapping, where pupil's needs are identified, additional provision accessed and progress measures, regardless how small, are tracked and reviewed. This is a fluid register, where some pupils may remain on the register short term or long term.

For children who are in the process of exiting off the SEND register (due to progress measures and accessibility to national curriculum) we monitor this closely through pupil progress meetings led by SENDCO termly, book studies, pupil and parent voice, discussions with class teachers and progress measures from any assessments (non exhaustive).

Our SEND register includes pupils identified as SEND who access quality first teaching and progress from their starting point through this, though are identified at wave 1 as there is fluid additional support for pupils when required.

9. Assessment for EHCP

Raughton Head CE Primary School will, in consultation with the child's parents, request a statutory assessment of SEN where the child's needs cannot be met through the resources normally available within the school. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within the agreed timescale.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

10. Education, Health and Care (EHC) plans

- Raughton Head CE Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a child's EHC plan.
- The school will admit any child that names the school in an EHC plan
- The school will ensure that all those teaching or working with a child in receipt of an EHC plan, are aware of the child's needs and that arrangements are in place in order to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's needs significantly change.
- The SENDCO leads the EHCP annual review and completes all paperwork within the deadlines for this. The class teachers support with completing progress towards the EHCP outcomes and both parent and pupil voice is prominent in all annual reviews.

11. Reviewing an EHC plan

Raughton Head CE Primary School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the child prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education. In transferring to a new setting across a different key stage all annual reviews will take place in the Autumn term prior to the transfer of 1st September the following year.

On Cumberland LA Local Offer website parents can find the SEND citizen portal. Parents register on here to access their child's EHCP information. On the SEND citizen portal parents can:

- Check the current status and track progress of an EHCP assessment
- Complete Section A (parent section of the EHCP)
- View the EHCP
- View the annual review documents

12. SEN and Disability Tribunal

Raughton Head CE Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

Data and record keeping (In line with Data protection Act and GDPR 2018)

Raughton Head CE Primary School will:

- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- Record details or additional or different SEN provision on a provision map.

13. Confidentiality

Raughton Head CE Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the child's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the child is intending to start higher education.

COMPLAINTS

If you would like to complain about our school's SEND support, you should do so whilst your child is registered with us. This includes complaints that the school has not provided support required by your child's EHCP. Please talk to our SENDCO about your complaint. If you do not feel your complaint has been resolved then please follow the school's complaints procedure.

Government Documentation related to this policy

The SEND Code of Practice: 0-25 (2015)

Working together to safeguard children (2023 including updates)

Keeping children safe in Education (2018) and updates 2021

The Children's Act (1989)

The Equality Act (2010)

Reasonable Adjustments for disabled Pupils (2010)

Supporting pupils at school with medical conditions (2014)

The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

Working together to improve school attendance (2024)