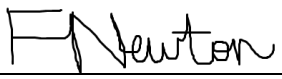
Askam Village School

Special Educational Needs and Disabilities Policy

Approved by	
Name:	Governing Body
Position:	Signed by Head teacher Mrs. Fiona Newton
Signed:	
Date:	March 2026
Proposed review date[2]:	March 2027

Askam Village School

Version Number	AVS Version Description	Date of Revision
1	New AVS version based on June 2022	October 2023
2	Checked and updated	January 2025
3	Checked and updated	March 2026

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014, updated 30th April 2020) 3.65 and has been written with reference to the following guidance and documents:

- ✓ Equality Act 2010: advice for schools DfE Feb 2013, last updated June 2018
- ✓ SEND Code of Practice 0 – 25 (June 2014, updated 30th April 2020)
- ✓ Schools SEN Information Report Regulations (2014)
- ✓ Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- ✓ The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Teachers Standards 2012 (last updated December 2021)

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Special Educational Needs and Disabilities Policy

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1. **Introduction**

At Askam Village School, we believe that each child should be encouraged to achieve his or her true potential in all aspects of school life. Supporting pupils with Special Educational Needs and Disabilities is a clear expression of our motto – 'Everybody Matters, Every Moment Counts'.

At Askam Village School we endeavour to provide a broad and balanced education for all children and the National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children through quality first teaching. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. In order to facilitate pupil inclusion, this policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type of difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

As a school we recognise that there can be contributing factors other than SEND which can impact on pupil progress and attainment, these include: disability, attendance and punctuality, health and welfare as well as English as an Additional Language (EAL), being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of a Serviceman/woman. Each of these factors are assessed on an individual basis with reasonable adjustments put in place to allow full curriculum access; only when provision over and above these adjustments is required will they constitute SEND.

The guiding principles and objectives of the School's SEND Policy are to ensure that the aims of the Mission Statement are secured for all pupils.

2. **Aims**

The aims of Askam Village School in relation to SEND are to:

- To provide every child with access to a broad and balanced education.
- To identify the needs of pupils with SEND as early as possible.
- To promote independence, equality, and consideration for others.
- To ensure that we celebrate the wide range of our pupils' strengths and achievements.
- To meet individual needs through a wide range of provision.
- To promote wellbeing and building self-esteem.
- To work with, and in support of, outside agencies.
- To involve pupils and parents in planning and any decision making that affects them.
- To create a welcoming atmosphere for parents and keep them informed.

3. **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils

4. **Identifying Special Educational Needs**

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2015.

This relates to children and young people with special educational needs (SEND) and disabled children and young people. A "young person" in this context is a person over compulsory school age and under 25.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age, or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Four Categories
The Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. Communication and Interaction - includes language and ASD
2. Cognition and Learning - includes learning and specific learning difficulties such as dyslexia
3. SEMH - social, emotional and mental health difficulties
4. Sensory and/or physical needs - includes hearing, visual and physical

However, it is important to remember that a child can have needs which do not fit just one area. We consider the whole range of needs and strengths of the child. This helps us match our provision to the pupil's need. We are aware that slower progress and lower attainment do not necessarily mean that a child has SEND. We also look for pupils who may achieve in line with expectations for their age but who could have SEND. Many factors may have an impact on progress and attainment but do not necessarily constitute SEND.
These include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

5. **Graduated Approach to SEN Support**
Quality First Teaching: "The baseline of learning for *all* pupils"
Here at Askam Village School we believe that "Every Teacher is a Teacher of SEND" and adopt a "whole school" approach, providing a graduated response.

Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

Teachers will be supported to take steps to adapt teaching that will aid the pupil's academic progression and will also be supported to better understand the provision and teaching style that needs to be applied.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school. The pupil is monitored if concern is raised by a parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

Meetings, Annual Reviews and parental consultation evenings are used to monitor and assess the progress being made by pupils and to keep parents fully informed.

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. This support will be recorded and reviewed on an Individual Pupil Plan (IPP).

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision, and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be involve parents, SENCo and external agencies as appropriate.

Inclusion of pupils with SEND

The Headteacher Mrs. Newton is responsible for ensuring that Askam Village School is a fully inclusive school and that all children are treated fairly and equally, regardless of ability, race, gender, culture or disability.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision. The school will seek advice where appropriate around individual pupils, from external support services.

6. **Managing Pupils Needs on the SEN Register**

Ensuring Access to the Curriculum for Pupils with SEND:

Pupils with SEND will be given access to the curriculum through the specialist SEND provision as far as is possible, taking into account the wishes of parents and the needs of the individual.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group, or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Curriculum tasks and activities may be broken down into a series of small and achievable steps and/or scaffolded in other ways for pupils who have marked learning difficulties.

The Headteacher/ SENCo meets at least three times a year with class teachers during a class review where the progress and attainment of all children are discussed with strategies etc. put into place. Advice can also be sought from subject leaders or from senior teachers.

We know that sometimes children need to have access to short term support to help them make good progress and address an area of difficulty or misconception. The class teacher will also contribute to these discussions and be made aware of what additional support and resources are put in place.

Support is within the constraints of budget and sometimes a list of priorities has to be drawn up. The impact of targeted intervention is measured and evaluated on a regular basis – at least termly.

Where school puts additional support in place a school support plan is written and shared with parents. School support plans are reviewed at least termly and sometimes more often. The school support plan sets out a child's strengths, areas of difficulty, strategies to be used and SMART targets.

A child's classteacher or SENCO Mrs. Joanne Coates/Mrs. Elizabeth Patterson, will notify parents/carers when additional support is made available.

Sometimes, a child's needs cannot be addressed through the budget provided to school.

If a child has severe, long term needs, then outside agencies and professional bodies would be involved. In these cases, school will request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided. School, parents and other professional bodies will be asked to contribute to the process. After all reports are received by the Local Authority a decision will be made as to whether the child should be given an Education Health Care Plan, or if school will be asked to continue to support the child from within the school budget. A Plan will be put in place detailing the support to be provided and long and short-term goals for the child.

7. **Exiting the SEN Register**

We know that for some children their needs will be met temporarily through a school support plan and then they will be able to continue to access class teaching through quality first teaching and for some children their needs will be longer-term/life-long. Through reviewing school support plans the targets can be reviewed and decisions made by school staff in discussion with parents/carers (and children where appropriate).

8. **Supporting Pupils and Families**

Parents/carers can find further information on the school's website www.askam.villageschool.co.uk and also through the LA local offer found Families Information | Westmorland and Furness SEND Local Offer

School staff can also support with signposting to other professionals and support for families as well as through the Local Offer link above.

Admissions
The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans, and those without. Please refer to the information contained in our school website.

All the teachers in the school are teachers of children with Special Educational Needs. As such, Askam Village School adopts a "whole school approach" to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

Where appropriate, upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings, and support agencies. An individual plan of action to aid transition will be offered if applicable.

Assessment
The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The Headteacher/SENCo meet with class teachers each term to discuss children's progress and agree identified actions to ensure children continue to progress. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher, in liaison with the SENCo, sets suitable targets for the individual. All children identified on the SEND register have an Individual Education Plan.

The LA seeks a range of advice before making a decision to proceed with an Education Health and Care Plan for an individual. The strengths and difficulties the child experiences in terms of their learning and physical needs are considered to be paramount in this. The SENCO Mrs. Joanne Coates/Mrs. Elizabeth Patterson will be able to advise parents of the access arrangements for assessments across school.

Transition
We know how important times of transition are and that some children need extra support at such times. We work closely with other settings to make sure any changes into or from the school are as smooth as possible.

Some of the ways we organise this are listed below:

- Home visits for all new children- on entering Nursery or Reception class, your child's class teacher and support staff will come and meet with you in your home. These visits also let your child see how closely parents and school staff work together to support them.
- Meetings for new parents – to meet staff, see the setting and be given a "feel about what will happen" when children join us at Askam Village School.
- Induction programme for children – spend time in their new class. Children from Reception to Year 5 spend a day during the Summer term in their "new class".
- Children moving up to secondary school have transition work which runs throughout years 5 and 6; secondary school staff make additional visits to the school to get to know children and also for handover meetings with key staff including the class teacher and SENCo so needs can be discussed.
- Children with additional needs are given opportunities to spend extra time at secondary school.

- Children with Education, Health and Care Plans or Statements will have phase transition meetings with parents/carers and staff from both settings to allow for a carefully planned move.

9. **Supporting Pupils at School with Medical Conditions**

School recognises that children at school with medical conditions should be properly supported so theta 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 children may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014).

Further information relating to supporting children with medical conditions can be found in our policy accessed on the school website or from the school office.

10. **Monitoring and Evaluation of SEND**

Whole class provision is monitored in line with other monitoring.

Individual Pupil Plans (see above) are monitored at least termly. The support of children with an EHCP is evaluated termly through evaluating targets on IEPs and also annually with the Local Authority.

Provision for some children may also be monitored by external professionals involved in supporting a child.

Governors are also involved in reviewing policy and procedures relating to SEND.

11. **Training and Resources**

Staff, both teaching and non-teaching, within school are very experienced in meeting the needs of lots of different needs children have. We have a wide range of skills and qualifications to help us do this.

Staff have been trained and/or hold qualifications in the following areas:

- ✓ Dyslexia
- ✓ Autism
- ✓ Dyspraxia
- ✓ Reading Intervention
- ✓ Maths Recovery
- ✓ Speech and Language
- ✓ ELSA
- ✓ Team Teach
- ✓ Decider Skills
- ✓ Visual Impairments

Staff keep up to date with current thinking and practise by attending training courses, reading relevant literature, being part of forums and by attending local cluster meetings.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

School audits the training of all staff and this includes training related to SEND.

The SENCO is able to support the class teacher in planning for children with SEND.

If school and parents/carers feel that specialist support or advice is required then Mrs. Joanne Coates/Mrs. Elizabeth Patterson can arrange for this to happen.

A range of specialists and professionals such as Speech and Language, Occupational Therapists, School Nurse, Educational Psychologist, Community Paediatricians, Child and Adolescent Mental Health Services, Children's Services (social workers), Specialist Advisory Teachers may be used. The school seeks the support of the necessary external agencies when a need for specialist training is identified.

The SENCo and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues. Mrs. Coates/ Mrs. Patterson attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

All pupils with SEND will have access to the school's budget, some of which is allocated to support those pupils. Pupils with the most complex needs may require an Educational Health Care Plan. Additional funding will be devolved to the school from the local authority in addition to the hours of support which Askam Village School will provide.

It is the responsibility of the senior leadership team, SENCo, and governors to agree how the allocation of resources is used.

12. **Roles and Responsibilities**

Provision for SEN is the responsibility of all members of staff.

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Making adaptations to the curriculum
- The initial identification of any concerns with parents, and contact with the SENCo regarding concerns
- Reviewing, writing and maintaining Individual Pupil Plans
- Organising termly meetings with parents and pupils to review and plan
- Liaising with the SENCo, parents and any specialists
- Contributing to annual reviews where an EHCP is in place
- Working closely with TA's or specialist support staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching

In our school the SENCo :

- Manages the day-to-day operation of the policy in conjunction with the Headteacher;
- Co-ordinates the provision for and manages the responses to children's special needs in conjunction with the Headteacher;
- Supports and advises colleagues;
- Oversees the progress and records of all children with special educational needs;
- Organises and attends EHCP Annual Reviews;
- Initiates and or updates existing Early Help paperwork, organises Team around the Child/ Family meetings when required.
- Acts as the link with parents;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision, and reports to the Governing Body along with the Headteacher;
- Manages and monitors a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs in conjunction with the Headteacher;
- Contributes to the professional development of all staff.
- Ensures SEND pupil voice is listened to wherever possible.
- Updates the SEND Governor on relevant issues regarding child with SEND.

Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governing Body does its best to secure the necessary provision for any pupil identified as having

special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children, and consult with the LA and other schools, when appropriate for best practice. The Governing Body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child. The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible persons' in this school are the Head and SENCo. They ensure that all those who teach a pupil with an Education and Health Care Plan are aware of the outcomes and targets. The SEND governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

13. **Reviewing the Policy**

The SENCO and Headteacher monitor the movement of children within the SEN system in school by maintaining the SEN register.

School monitors and supports attendance in accordance with the Attendance Policy for this particular group. The SENCO is available to support class teachers by suggesting appropriate provision and target setting.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO and Headteacher reports regularly to the full Governing Body.

14. **Dealing with Complaints**

Askam Village School's complaint procedures are set out in our school's prospectus and can also be found on our website.
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
- Contacting a representative of the Governing Body through the clerk clerk@askam.cumbria.sch.uk