

Ormsgill Nursery and Primary School

Special Educational Needs and Disabilities (SEND) Policy 2025-2026

Approved by	
Name:	Mick Cull
Position:	Headteacher
Signed:	<i>M. Cull</i>
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Review Date:	14.1.27

SEND Contacts

Our SENDCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provisions made to support individual children with SEND. If you have any concerns regarding SEND matters do not hesitate to contact us.

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Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN 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 and the SEN information report.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is education that is additional to, or different from, that made generally for the other children in school.

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Our Vision

At Ormsgill, we are proud to be an inclusive school with a strong belief in every child's right to a quality education. We strive to give every child an education that they deserve whilst meeting individual needs both in and out of the classroom. The views of our pupils and their families is paramount to the education that we provide for our children, fully involving them in the decision-making process and enabling them to influence change.

We aim to enable pupils with Special Educational Needs and Disabilities (SEND) to achieve their full academic, social and emotional potential. At Ormsgill, we strive for all pupils to have equal access to a broad and balanced curriculum suited to their needs and abilities.

Objectives

- To identify barriers to learning and participation for pupils with SEND at the earliest opportunity.
- To ensure every pupil has access to a broad and balanced curriculum suitable for their needs and abilities.
- To enable pupils of all abilities to participate in lessons.
- To ensure high standards for every pupil, including those with SEND.
- To value the contribution and views of all pupils within our school community.
- To enable staff to have access to training, advice and support to ensure quality first teaching and learning for all pupils.
- To work closely with families to ensure the best possible education and support for their child/ren.
- To work closely with external agencies to support pupils and families with their individual needs.

Who is responsible for SEND at Ormsgill Nursery and Primary School?

At Ormsgill, we believe that everybody has a responsibility for SEND no matter their job role. Every member of staff can help support and enrich children's lives, in addition to having high and consistent expectations for all.

Role of the Governors

The governing body, in co-operation with the Head teacher, is responsible for the school's general policy and approach to provision for pupils with SEND. There is a governor responsible for SEND and they meet with the Special Educational Needs Co-ordinator (SENDCo) regarding action planning and progress in the area of SEND. The school governor for SEND is Mrs Croskery.

Role of the Headteacher

The head teacher supports, advises and line manages the SENDCo. They oversee decisions made at a whole-school level or those linked to school development. They liaise with the SENDCo regularly regarding funding and allocates budgets for staffing and resources. The Headteacher will have overall responsibility for the provision and progress of learners with SEND.

Role of the SENDCo

The SENDCo, working closely with the Headteacher, has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND. The SENDCo liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. The SENDCo regularly has contact with a wide range of external agencies that are able to give more specialised advice.

It is the responsibility of the SENDCo to:

- Write, monitor and review SEND policies and procedures.
- Provide staff training.
- Hold meetings with teachers, support staff, outside agencies and parents.
- Be available for staff needing advice or support.
- Monitor provision around school by meeting with teachers and other staff, carrying out observations, analysing provision maps, audits, learning walks etc.
- Contribute to and oversees the Class Teacher's special needs records including Individual Education Plans (IEPs) and Positive Behaviour Plans (PBPs).
- To make decisions and offer advice related to SEND issues that arise on a daily basis.
- To act as a link with parents and external agencies, or facilitate meetings between agencies and parents.
- To organise annual reviews for children with an Education Health Care Plan (EHCP) and regular reviews for children who receive funding or have a high level of need.
- To complete documentation (sometimes with the support of teachers, support staff and parents) required by external agencies and the Local Education Authority.

- To make applications and contribute to the formation of an Education Health Care Plan, then hold annual meetings to review this plan.
- To hold regular meetings with external agencies such as the Educational Psychologist and Speech Therapists to monitor children's progress and determine appropriate support.
- To communicate information from external agencies to teachers and parents and ensure advice is acted upon.
- To maintain SEND records.
- To write, monitor and evaluate a SEND action plan and liaise with the Senior Leadership Team with regards to feeding this into the School Development Plan (SDP).
- To work with the Senior Leadership Team to analyse SEND performance data using a range of internal and external sources to highlight trends in school, areas for improvement, evaluate provision and to put data in a local and national context.
- To manage and maintain a range of resources to enable appropriate provision for children with SEND.
- To line manage staff including 1:1 support staff.

Role of Class Teachers

Class teachers work with children of all abilities. We believe that all children are entitled to an education with their peers with the opportunity to be taught by their class teacher.

It is the responsibility of Class Teachers to:

- Deliver high quality wave 1 teaching, ensuring that children with SEND are set work at an appropriate level of challenge.
- Be proactive in identifying children in their class with SEND and make referrals to the SENDCo when necessary.
- Discuss children's development with parents and carers.
- Actively seek advice or support from the SENDCo when necessary.
- Complete the necessary paperwork and record-keeping.
- Apply recommendations from training, professionals and the SENDCo.
- Follow the SEND and behaviour policies.
- Oversee the writing and implementation of Individual Education Plans (IEPs) with the support of the SENDCo or external professionals when needed.
- Ensure children have time to work on their individual targets or education plans.
- Assess children with SEND and monitor progress.
- Act upon areas of weakness or poor progress highlighted in data.
- Keep the SENDCo informed of any changes or important information regarding children with SEND.
- Attend meetings with parents, external agencies and the SENDCo as appropriate.

- Be aware of children with emotional, social and mental health needs and seek to provide care and support for these children.
- Promote an inclusive learning environment where children with SEND have their successes celebrated, have the opportunity to take part in all activities and work with a variety of children in the class.

Role of Teaching Assistants/SEND Teaching Assistants

- To follow IEPs.
- To discuss children's progress and next steps with teachers to inform subsequent IEP targets.
- To be aware of and seek to support children with emotional, social and mental health needs.
- Follow the SEND and behaviour policies and keep up to date with policies and procedures.
- To build relationships with parents.
- To liaise with and actively seek advice from the SENDCo when necessary.
- To contribute to record keeping for the child's SEND file.
- To follow an individual/flexible timetable if appropriate.
- To provide support and interventions for children with IEPs or other individual learning targets such as speech and language programmes or physiotherapy plans.
- To apply recommendations from training, professionals and the SENDCo.
- To maintain SEND resources in the learning area.
- To provide support or intervention at Wave 2 and Wave 3 as requested by the Class Teacher or Senior Leadership Team.

How do we identify children with SEND?

There are four broad categories of SEND outlined in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory

At Ormsgill, we embrace the fact that every child is different and therefore the needs of every child are different. All staff are dedicated to encouraging all children, regardless of their Special Educational Need or Disability, to ensure they make the best possible progress whilst in our care.

When children arrive at our school, staff work with the people who know them and use all information available from parents, carers, previous educational settings and outside agency reports to create a holistic view of the child. This helps us to identify individual needs and how best to support them. We aim to foster good relationships with parents to enable them to feel comfortable to discuss their child's needs and fully involve them in the next steps.

The identification of SEND may also arise as part of our usual practice of Pupil Progress Meetings where the Headteacher/Assistant Headteacher and SENDCo meet Class Teachers and Teaching Assistants to discuss the progress of all pupils in their care. However, staff do not need to wait until one of these meetings. If they feel that a member of their class has a specific need or is not making expected progress, they can make a referral to the SENDCo who will look into their concerns and take the necessary action. For these children, the SENDCo may carry out observations, talk to individual children or use specific assessments to find what is causing the difficulty. The SENDCo may also liaise with outside agencies such as Specialist Advisory Teachers (SATs), Educational Psychologists or Early Years Special Educational Needs Coordinators (EYSENCo). Parents may also contact the school with regard to any concerns they may have about their child. This can be face to face, via phone, Class Dojo or email. The voice of the child is also an important factor for our school and we endeavour to encourage children to have a say in their education.

There is a plethora of staff who are available to talk to any child who has concerns or worries. All staff work hard to build positive relationships with children across the school so that they feel comfortable discussing any issues they may have. This helps inform of us any social, emotional and mental health needs that the child may have.

How will school support my child?

The class teacher is responsible for all of the children in their class. They will provide the planning for daily provision for all children including those with SEND and will be supported and advised by the school SENDCo where necessary, along with staff working with that child on a regular basis. A child with SEND may be supported at whole class level, small groups or one-to-one basis.

At this point it may be pertinent to write an Individual Education Plan (IEP) for your child. The class teacher will discuss this with you and you will be provided with a copy. The IEP will be reviewed every half term and new targets set if needed. The support offered will be additional and different to what we would offer to children as part of our usual practice.

If it is felt necessary, the SENCO will refer your child to outside specialist services and take on board any advice offered. Parents are kept fully informed in this process and be involved in completing an Early Help Assessment alongside the SENDCo or Child and Family Support Worker. From this a meeting may be held, your child may be assessed and advice used to produce new IEP's. It is important that parents and children are fully informed of this process and involved as much as possible.

As part of the IEP, children are asked about what they feel they are successful in (this could be academically, socially or emotionally). Parents are also invited to attend regular Parent's Evenings and the Headteacher, Class Teachers and SENDCo all have an open-door policy and welcome parents.

Chapter 5 Section 5.5 "In particular, parents know their children best and it important that all practitioners listen and understand when parents express concern about their child's development. They should also listen to and address any concerns raised by children and young people themselves."

Chapter 6 Section 6.4, "Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school"

How will the curriculum be tailored to suit the needs of my child?

At Ormsgill, we strive to deliver a broad and balanced curriculum to suit the needs of all learners regardless of their SEND. We appreciate that children learn in different ways and we endeavour to make learning as accessible as possible for all abilities.

The National Curriculum is the starting point for planning that is differentiated to meet the needs of individuals and groups of children. Through appropriate curricular provision we respect that children:

- Have different educational, social, emotional and mental health needs.
- Respond to a range of different teaching approaches and experiences.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.

A minority of children have particular requirements that could create barriers to learning. These requirements sometimes arise as a consequence of a child having a special educational need or disability. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy within their classes. The Class Teacher and SENDCo will ensure that extra provision for children with SEND is made. This will be recorded on the school provision map. When appropriate, a

child's learning targets will be recorded on an IEP which is monitored frequently by the SENDCo.

When appropriate, some children may access additional provision such as Busy Bees Class (a bespoke range of sensory, physical and educational activities linking to the national Curriculum and bespoke outcomes from children's EHCPs), Sensory Circuits or have access to the sensory room. A range of interventions including Emotional Literacy Support Assistant (ELSA) support, Individual Education Plans (IEPs), Positive Behaviour Plans (PBPs), Lego-Based Therapy, Life Skills and Social Skills are also implemented if appropriate.

How will my child's emotional and social development be supported?

Children's social and emotional wellbeing is a high priority at Ormsgill. We look at children holistically in order to assess where there may be barriers to learning and we aim to overcome these. We pride ourselves on having a caring and nurturing environment for all children.

At Ormsgill, we have an ELSA (Emotional Literacy Support Assistant) who delivers short term interventions in supporting children with their emotional wellbeing. We also work closely with outside agencies to support children and families in their social and emotional wellbeing.

Which outside agencies could be contacted to support my child?

There are a number of services and outside agencies available to school to support your child.

These include:

- Special Advisory Teachers for Autism
- Special Advisory Teachers for Developmental Language Disorder
- Special Advisory Teachers for Literacy
- Special Advisory Teacher for English as an Additional Language (EAL)
- Special Advisory Teachers for Visual Impairment
- Special Advisory Teachers for Hearing Impairment
- Educational Psychologist
- Early Help Team
- Speech Therapy
- Community Paediatrician
- Continence Team
- Child & Adolescent Mental Health Service (CAMHS)

- Barnardo's My Time
- Inclusion Team
- Children's Services
- Children's Therapy Team (Physiotherapy/Occupational Therapy)
- Family Action

How are staff trained to support my child?

Mrs Crook is the SENDCo at Ormsgill Nursery and Primary School. She is a qualified teacher who previously worked in multiple schools across the country, both in mainstream and specialist settings. She achieved the National Award in Special Educational Needs Co-ordination in 2021.

The staff at Ormsgill are highly dedicated to giving each child the best education possible. Alongside quality first teaching, staff are trained to deliver many teaching and learning programmes, interventions or support strategies such as:

- Black Sheep
- IDL
- Clicker
- Picture Exchange Communication System (PECS)
- The BUSS Model (Build Underdeveloped Sensorimotor Systems)
- Little Wandle Phonics
- Objects of Reference
- Sensory Circuits

All staff are also trained in:

- Autism Awareness (level 1 and 2)
- Safeguarding (level 1)
- Epilepsy Awareness

At Ormsgill, we have created a hub of learning where staff can seek advice within the South Cumbria Multi Academy Trust (SCMAT) and beyond. We have access to a wealth of resources and knowledge from colleagues and can use this to best support our pupils. This may also include outreach support from Moorfield Learning Centre or South Cumbria Pupil Referral Unit.

How will be child be supported in moving between phases of education or into adulthood?

Children entering Ormsgill Nursery will have a home visit in the summer term prior to them starting with us in the September. This enables school staff to be able to meet the child and their family in a relaxed familiar setting. Additional visits to school are encouraged for those children who may find the transition difficult between home and school. Information will be gathered regarding any SEND and passed to the SENDCo so that any necessary support can be considered and in place ready for the child starting school. Information will be gathered and meetings arranged for those children who are already known to Early Years SEND Services to ensure school is aware of their needs and thus ensuring the correct support is in place.

When children leave Ormsgill to go to secondary school, meetings are arranged between the schools to exchange information. Enhanced transition support is provided for children who have additional needs. SENDCos from each school will meet to discuss those children with SEND and those with Education and Health Care Plans.

How will children and parents be informed on the education being provided?

We understand that children should have autonomy of their learning and that parents and carers play a vital role in their child's education. At every stage of your child's education, we endeavour to communicate effectively with you to ensure we providing the best education that we can.

Children have input on their IEPs to let the staff know how they are already successful in their learning. We may also use talking mats to support your child in expressing their views. Depending on their age and their interest, the child may be invited to attend all or part of meetings.

Parents will be consulted at every stage before decisions are made about their child's education. This may be through the telephone, online message (Class Dojo), email or in person. We see you as equal partners in your child's education.

In addition to this, parents with children on the SEND register are invited to three formal meetings per year with the class teacher or SENDCo. Two of these meetings are Parents Evenings where we review the actions being taken to support your child. If your child has an Education and Health Care Plan (EHCP), the third meeting will take place as an annual review of your child's plan. If you need further support or would like to talk about your child's education, the Headteacher, Class Teachers and SENDCo all have an open-door policy and welcome parents.

How does school evaluate the success of the provision for pupils with SEND?

The Governing Body, in partnership with the SENDCo and school staff, will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium term targets.
- Evaluate the impact of tailored provision and programmes of study.
- Analyse progress data for pupils with SEND.
- Analyse attendance and exclusion data for pupils with SEND.
- Monitor progress against SEND priorities in the School Improvement Plan.

Complaints Procedure

Any complaints about SEND provision should be made in the first instance to Mrs Crook, SENDCo. They will then be acted upon in accordance to the school's complaints policy (as on school website). For a complaint or appeal against a local authority decision about your child's special educational needs please contact 0800 121 8800 for advice and information.