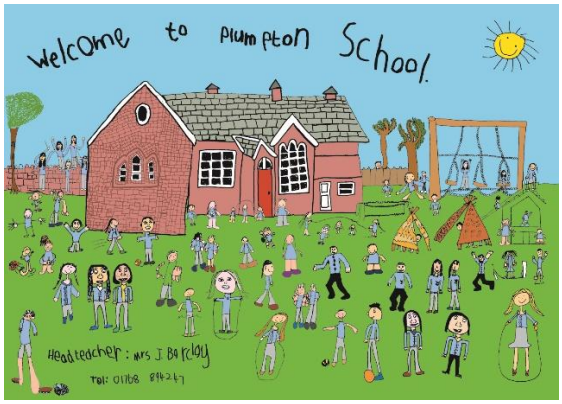
Plumpton School SEND-Inclusion Policy



Approved By:	Maureen Birkett Governing Body	January 2026	
Next Review Date		January 2027	

Plumpton School Vision and Values

Aims and Values

We aim…

• For everyone to be valued, safe and happy

• To promote high standards of teaching and learning and expect the highest levels of attainment for everyone.

• To strive to open children's minds to life's possibilities and promote citizenship amongst our children

• To place a great emphasis on developing a love of reading and vocabulary to enable children to become lifelong learners

• To nurture the mental and physical wellbeing of everyone through our character values of; kindness, honesty, friendship, courage, resilience, and gratitude

• To foster positive relationships, to engender an ethos of tolerance, respect and an understanding that we live in a diverse community

Core Learning Values

A core learning value is a central belief clearly understood and shared by every member of the school community. We believe in commitment, opportunity, respect and excellence.

By commitment we mean that everyone:

• shows loyalty to friends, colleagues and the school

• is willing to support and show care for those who need help

• is willing to work to the highest level

• keeps the school rules

By opportunity we mean that everyone:

• develops confidence through participation

• volunteers in a variety of school situations

• considers their own strengths

• pursues individual interests in a manner which broadens horizons

By respect we mean that everyone:

• values all members of the school community

• displays good manners at all times

• displays tolerance of others with different points of view and beliefs

• shows respect for the school buildings, facilities and surrounding environment

By excellence we mean that everyone:

• is proud of personal achievement

• produces work of the highest quality

• sets high standards and personal goals for improvement

• makes best use of talents, time and resources

We use the definition of Special Educational Needs in the SEND Code of Practice (2014): "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 him or her." Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures. Special Needs provision will be provided wherever possible alongside other children taking account of:

• The wishes of pupils/parents/carers

• The pupil's needs

• The resources available to the school

• The efficient education of other pupils in the school

Plumpton School is an inclusive school and so pupils with SEND have the same rights as other pupils to full participation in learning as part of a stimulating curriculum. We believe that all children have the right to succeed and make good progress so we have high expectations for all of our pupils, including SEND children. We focus on setting SEND children short-term targets which are outcome driven to help the children to progress both academically and socially.

The SENDCo tries to establish close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment. The staff and governors at Plumpton School are aware of the importance of identifying and providing for those pupils who have special educational needs. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

• Equality Act 2010: advice for schools DfE Feb 2013

• SEND Code of Practice 0 – 25 (September 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

Objectives of the School's SEND Policy

The objectives of our policy are to:

• Organise all our activities to ensure that all children are included in the life of the school

• Work closely with parents, sharing information on children's progress and their individual needs

• Continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available

• Meet the requirements of the Education Act (2011), the Special Educational Needs (SEN) Code of Practice (2014), and the Special Educational Needs and Disability Act (2014)

• Encompass the LA Statement of Policy for Children with SEND

• Facilitate a pupil's learning by identifying their individual needs and taking steps, cooperatively with other staff, to address those needs within the context of the curriculum, whilst taking in to account the SEND Code of Practice (2014)

• Respond to pupils flexibly according to the nature of their needs

• Support pupils' learning without making them feel different or inferior to their peers

• Enable each pupil to become an independent and confident student.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

Arrangements for Co-ordinating Educational Provision for Pupils with SEND

Our SENDCO: Mrs Sarah Penny

SENDCO will:

• Manage the day-to-day operation of this policy by coordinating specific provision made to support individual children with a Special Educational Need (SEN)

• Ensure that SEND provision for pupils is arranged

• Liaise with staff to monitor pupil's progress and manage the timetables for intervention/Individual Educational Plan time

• Report on the effectiveness of provision to governors

• Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers

• Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND

• Decide whether to put forward pupils for Education, Health and Care Plans, in consultation with parents/carers and for those children with ECHPs, meet the statutory requirements for assessment and review.

Headteacher will:

• Manage the work of the SENDCo

• Identify resources for SEND

• Plan how resources are used to support pupils in the most efficient, effective and equitable way

• Set the overall school policy for Inclusion.

As part of the Head Teacher's annual report, they will report on the effectiveness of the school's work for pupils with special educational needs.

Class Teachers will:

• Identify pupils experiencing difficulties

• Discuss pupils with SEND with the SENDCo and parents/carers

• Write and review Individual Educational Plans/Group Educational Plans for pupils on the Inclusion Register

• Contribute to planning and provision to meet identified needs

• Contribute to monitoring and review procedures

• Seek to meet SEND within the overall framework of inclusion

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs.

Governors will:

• Identify one governor with a special interest in SEND (Mrs Maureen Birkett)

• Report on the effectiveness of the SEND policy

• Use their best endeavours to ensure that pupils' special educational needs and disabilities are identified and provided for

• Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

Admission Arrangements

Before pupils come to school we will:

• Collect information about the pupil's educational history from the last school/nursery attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.

Once pupils arrive in school, we will:

• Undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty

• Review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers

• Discuss the placement of the pupil on the school's Inclusion Register with parents/carers

• Make sure that information about pupils' SEND is passed on to appropriate school staff

• Give parents/carers information about Westmorland and Furness's Local Offer and direct them to the school's SEND Information Report available on the school website.

When pupils leave the school, we will:

• Pass on information about the pupil's educational history to any receiving school

• Complete other transfer documentation as required

Supporting pupils at school with medical conditions

At Plumpton School, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please refer to the policies on 'Supporting Pupils with Medical Conditions' and 'Management of Medication in School' for further information.

Building Adaptations and Special Facilities.

We have the following adaptations and special facilities:

• Wheelchair access to all classrooms

• A toilet for pupils with disabilities including wheelchair access

We continuously evaluate these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities and facilitate access for adults with disabilities.

Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEND

There are 4 broad categories of need stated within the 2014 SEN Code of Practice. These are:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health difficulties

4. Sensory and/or physical needs

These four broad areas give an overview of the range of needs that we cater for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child. There are some considerations which are not deemed as SEN but may impact on progress and attainment:

• 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

• EAL

• Being in receipt of Pupil Premium

• Being a Looked After Child

The Allocation of Resources to and amongst Pupils with SEND:

The Governing Body of the school sets the overall budget available to meet special educational needs and disabilities taking account of:

• Statutory requirements

• Other budgetary pressures in the school

• The resources identified (but not earmarked) for SEND within the Individual School's Budget

• The availability of additional grants to the school

• Priorities identified in the School Development Plan

The SENDCo works to:

• Identify the pattern of need across the school

• Establish the most cost-effective means of meeting these needs

• Allocate support to groups of pupils and individual pupils, including those with statements of special educational needs/Education Health and Care Plans

• Ensure that support is allocated to pupils on a fair and equitable basis

• Monitor the progress made by pupils with SEND

• Evaluate the effectiveness of provision for SEND

• Ensure that support staff, including teaching assistants, work within the framework of school policy and practice Identification, Assessment, Monitoring and Review Procedures

A Graduated Approach to SEN Support

All class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. **All teachers are teachers of SEN children** and they will regularly work with these children. High-quality, differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEN (Stage 1). For many children this will take the form of adaptive teaching resources and scaffolding. Additional intervention and support cannot compensate for a lack of good-quality teaching. A pupil will only be identified as SEN if they do not make adequate progress after they have been in

receipt of good-quality personalised teaching and also been involved in intervention. A pupil may also be identified as SEN when an individual shows signs of difficulty in some of the following areas:

• Acquiring and retaining literacy and numeracy knowledge

• Presenting persistent emotional and social difficulties

• Has sensory or physical processing difficulties

• Communication or interaction difficulties

- Medical diagnoses

After this identification, the school will consider whether to place the pupil at "SEN support" and, if such an action is taken, notify parents and carers of such a decision. SEN support is determined as support that is additional to and different from the curriculum and will be provided through planned additional support and provision mapping in a range of ways including:

• Classroom organisation and management

• In-class support by teacher/teaching assistant

• Withdrawal for individual/small group work

• Home/school reading schemes

• Wellbeing support programmes

• Use of specialist equipment

• Alternative teaching strategies

School will seek advice from appropriate external support services where it is felt necessary to do so and will always gain permission from parents and carers of such a decision before such a referral would be made. Services that may be involved with an individual are:

• Speech and Language, including Talk Therapy

• Educational Psychology Service (EPS)

• Health Service

• Social Work

• Sensory Support Service, including hearing or vision

• Alternative Education Provision (Pupil Referral Units)

- Early Help Officers

If support from external agencies has little or no impact on progress it may be felt that during consultation meetings involving school staff, parents, external agencies a request for an Education, Health and Plan Assessment is made.

Our procedures are designed to offer a graduated response to special needs in line with the SEND Code of Practice (2014) including the following stages:

Stage 1:

An informal stage where class teachers:

- Identify a concern about a pupil's progress
- Gather available information about the pupil
- Discuss strategies for providing appropriate work for the pupil with the SENDCo
- Seek to discuss concerns with the pupil's parents/carers
- Review progress

Stage 2:

a. SEN Support: Children who have not made sufficient progress at Stage 1 will move to Stage 2 with agreement from parents
   - An Individual Educational Plan (IEP) is drawn up for the pupil, in consultation with the pupil and his/her parents/carers
   - Progress is reviewed termly, with reviews of specific intervention taking place half termly. If a review reveals insufficient progress on the part of the pupil, or if the SENDCo believes the nature of the pupil's difficulties requires such action. The school will discuss possible next steps with the pupil and his/her parents and if in agreement will:

   - Seek the involvement of external agencies
   - Continue to work closely with the pupil and his/her parents
   - Continue to keep the pupil's progress under regular review

Stage 3:

EHCP Request. The production of an Education, Health and Care Plan is organised by Westmorland and Furness SEND Team, in close liaison with the school and the pupil's parents/carers. The provision set out in a pupil's Education, Health and Care Plan will be closely monitored by the SENDCo and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

The SENDCo maintains a monitoring on and off list of support. This includes children identified through pupil progress, data and teacher observation, as showing signs of SEN support being required. Pupils can be moved off the Inclusion Register where reviews reveal good progress and appropriate levels of attainment. They will be monitored through the monitoring off list for two terms following removal from the register to ensure they are continuing to make progress.

Assessment

At Plumpton School, the SENDCo and all teaching staff are regularly involved in a cycle of assessing and reviewing the children's current needs to most effectively plan for their next steps. Parents and carers will always be kept informed about the special educational needs experienced by their children. In accordance with the recommendations outlined in the Code

of Practice, parents, and carers of children with SEN will be invited to meet with their child's class teacher a minimum of 3 times a year. These meetings will consist of:
1) The child will have the opportunity to share their views on their strengths, weaknesses and interests
2) The parent will have the opportunity to share their views on their child.
3) The class teacher will also share with the parents and carers the support planned for their child.

The SENDCo will refer pupils with special educational needs to SEMHL (Social, Emotional, Mental Health and Learning) Service and the Educational Psychology Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers. Pupils are entitled to forms of assessment which are appropriate and recognise their achievement. The SENDCo /Headteacher will ensure access for pupils with poor literacy skills when written formal assessment is required for NC purposes.

Pupil Participation

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes.

Monitoring

Provision:
We regularly monitor and evaluate the quality of provision that we offer to all our pupils. This is done through:

- Regular trawls of intervention planning and children's books
- Talking to SEND children to seek pupil voice on a one-to-one basis and in collaboration with staff
- Listening and acting upon to feedback/comments from parents and carers
- Listening to and acting upon feedback/comments from staff
- Liaising with the school link governor to discuss the quality of provision

The evaluation and monitoring arrangements help to inform an active process of continual review and improvement of provision for all pupils.

Progress:

The SENDCo in conjunction with class teachers will monitor pupil progress termly. Classroom teachers will monitor pupil progress and report any concerns to the SENDCo. We use IEP's (Individual Education Plans) to identify and record the child's needs, clear outcomes for the child can be agreed and also recorded. The outcomes and this information are also given to parents and carers for their records.

It is the core expectation that class teachers are responsible for maintaining and updating these records and evidence progress according to the outcomes described in the plan.

The class teacher is also responsible for ensuring that the IEPs are shared with the SENDCo after each meeting so that the SENDCo has a clear understanding of the outcomes and how this will be addressed.

Review

Individual Educational Plans will be reviewed every half term, in consultation with parents/carers and pupils. The school wants parents/carers to be active participants in pupils' education. The SENDCo will update the school's Inclusion register termly.

Resources

The school budget is responsible for paying for the first £6000 for children with SEN. Additional funding can be sought for a child who is in receipt of an Education Health and Care Plan. This funding is determined by the band of support identified for the individual child. Parents are entitled to request a Personal Budget if their child has an EHC plan or has been assessed as needing a plan. A Personal Budget is an amount of money the Local Authority has identified to meet some of the needs in a child's EHC plan. If parents want to be involved in choosing and arranging a part of the provision to meet their child's needs. Parents (or their representative) will need to agree this with the Local Authority. A Personal Budget can only be used for agreed provision in the EHC plan.

Storing and Managing Information

All documents are stored securely in line with the school policy on data protection. Once a child leaves our school in Year 6, all SEN information is passed onto the next school, and, where appropriate, a meeting is held with staff members from the secondary school. If a child leaves during the school year, all SEN information is passed onto the next school and, where appropriate a conversation is held between the SENDCo and the new school. If documents need to be destroyed (for example, copies of reports), these are always shredded to not breech confidentiality.

Arrangements for Providing Access to the Curriculum for Pupils with SEND

We support access through differentiation and adaptive teaching approaches, IEPs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning. The National Curriculum will be made available for all pupils. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support. The school will make provision for pupils with special educational needs match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and

the outcomes. 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 for pupils who have marked learning difficulties.

How pupils with SEND are integrated into the school as a whole

We seek to be an inclusive school by:

- using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- ensuring that all pupils have appropriate learning targets which are challenging
- valuing the diversity of our pupils of which SEND are a natural part
- Ensuring that our reading materials include stories with positive images of pupils with SEND
- Looking for opportunities within the curriculum to raise SEND issues
- Seeking to make provision for SEND within routine class arrangements wherever possible
- Seeking opportunities for pupils with SEND to work with other pupils
- Encouraging pupils with SEND to play/socialise with other pupils

Criteria for exiting the SEN support register

The SENDCo reviews the SEN support register each term to ascertain if these children are required to stay on the register. This is determined by the progress the individual is making in line with peers in their class and other support in place for the individual. Please note that some children may be on the SEN register due to social and emotional difficulties and so the measure of their academic progress alone may not be suitable. If there is any movement on the register (if their child is added or removed), the parents/carers are always informed of this in writing. This is not a form of permission but rather for parents/carers to acknowledge that school are adding/removing their child to/from the SEN register.

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND pupils
- The number of pupils with special educational needs and disabilities attaining specified levels in assessments
- average reading improvement of pupil receiving support with teaching
- The number of planned programmes of intervention and support
- The amount allocated to SEND by governors
- The proportion of teachers' records which include information on the special educational needs and disabilities of pupils in their classes.
- The proportion of schemes of work which show evidence of differentiation or adaptive teaching strategies
- INSET time allocated to staff development with reference to special educational needs and disabilities
- The proportion of parents attending or contributing to reviews and consultations

• Staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g., IEPs, Reviews, Reports etc
• Recommendations by external agencies are acted upon and incorporated into the curriculum.
• Children are confident and motivated and are making measurable progress
• Movement between stages and the number of pupils on the register

Information about the School's Staffing Policies and Partnership with Bodies Beyond the School

The School's Arrangements for SEND In-service Training

Areas for further training and development will be identified as part of the monitoring role of the SENDCo. The SENDCo will communicate with staff throughout the year to further identify training needs. Areas for development will be incorporated into the staff development plan. All teachers and support staff undertake induction on taking up a post. The SENDCo will meet with the individual 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 SENDCo regularly attends Local Authority SENDCo network meetings as well as cluster networks in order to keep up to date with local and national updates in SEND and ensures that key messages are reported back to school.

• All staff receive In-Service training or information about the SEND Code of Practice (2014)
• All staff have the opportunity to receive In-Service training on SEND procedures in school
• All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
• All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
• The Headteacher will identify areas for In-Service training which will be written into the school's development plan.

The use made of Teachers and Facilities from Outside the School including Support Services

• External agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school
• External agencies will be used to identify specific targets for pupils in line with the school's procedures
• Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Social, Emotional, Mental Health and Learning Service
• Access to the following services for advice/support: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services

Supporting pupils and families

Parents and carers can access the Westmorland and Furness Special Educational Needs and Disability (SEND) Local Offer by following this link:

http://www.westmorlandandfurness.gov.uk/sendlocaloffer. They can also find this link on Plumpton School's website, by going into the 'parents' link from the home page and then selecting SEND. Plumpton School has a comprehensive SEN Information Report, which is accessible to parents and carers via the following link: https://www.plumpton.cumbria.sch.uk

Arrangements for Partnership with Parents

The concept of parents as partners is central to the SEND Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage. Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress and what support they might like their child to receive. They will have the opportunity to discuss how they will support the IEP targets at home. We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information
- sharing of assessment and planning information through IEPs
- discussing with parents/carers options when pupils leave schools
- meeting the parents/carers of prospective new pupils to the schools to discuss SEND support

Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations

We liaise with:

- Health Visitors
- Social Services
- Children and Family First
- National Society for the Prevention of Cruelty to Children
- Child and Adolescent Mental Health Service
- Playgroups and Nurseries

Arrangements for Considering Complaints about the SEND

In the first instance, complaints should be taken up with school staff directly concerned. If the complaint is not resolved complainants can contact the SENDCo and where necessary the matter can then be raised with the Headteacher, who may:

- Arrange a joint meeting with complainant
- Undertake further investigations
- Seek the involvement of external agencies, such as the Parent Partnership Service (SENDIASS)
- Take action to address the complaint
- decide that the complaint does not warrant any action and advise complainants of further action they can take.

Reviewing the policy

This school policy will be kept under review annually in order to assess if the policy shows a true reflection of the practice that takes place in our school.