



SEND Policy and Information Report 2024-25

Approved by:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Our Vision

Our inspiration: John 10:10 "I have come that they may have life, and have it to the full"

At St Bega's, our mission is to create a safe, nurturing and enjoyable environment enriched by Christian values, where an inclusive community become independent, confident and responsible citizens with an enthusiasm for learning.

Our Vision for Educating for Wisdom, Knowledge and Skills

Our Inspiration: Proverbs 8:11

"For wisdom is more precious than rubies, and nothing you desire can compare with her"

Our Intent:

- To use innovative and inspiring teaching methods that frequently include the outdoor environment so that children at St Bega's experience joy, wonder, amazement, fascination and delight as they learn.
- To develop and celebrate the enquiring mind through a broad, balanced and challenging curriculum which is accessible to all.
- To value all children, and emphasise the progress of each individual child just as much as their achievements.
- To further develop as a learning community, sharing with and learning from one another.

Our Desired Impact:

- We provide a broad and balanced curriculum, covering academic, artistic, technical, practical and physical subjects, designed to engage and enthuse the children.
- Children and staff are proud of and celebrate the progress that children make.
- Children at St Bega's are enthusiastic and confident learners.

Our Vision for Educating for Hope and Aspiration

Our Inspiration: Jeremiah 29:11

"For I know the plans I have for you, declares the Lord, plans to prosper you and not harm you, plans to give you hope and a future"

Our Intent:

- We want all children to know that they are valued at St Bega's.

- To provide children and staff with a rich experience of Christianity, whatever their personal or family beliefs.
- Children will believe in their ambitions and dreams, excel in confidence and strive for a positive future.

Our Desired Impact:

- Staff and governors model positive relationships, supporting each other through difficult times.
- Children learn in an environment where Christian values run through the entire curriculum and are explicitly discussed and are the bedrock of the school's ethos.
- Children have hope during difficult times and can inspire and encourage hope in others.
- Children have high expectations and aspirations for their future.
- Children realise dreams and ambitions and we get to hear about it and share successes with past pupils and their parents.

Our Vision for Educating for Community and Living Well Together

Our Inspiration: Mark 12:31

"Love your neighbour as yourself"

Our Intent:

- St Bega's is a friendly and warm-hearted school, where everyone is welcomed and valued.
- To ensure that children learn that they are part of a global faith community, and to respect the world views of others.
- Children learn to care for their natural environment.
- To work together with families to ensure that they are best placed to support their children.

Our Desired Impact:

- Children learn the skills of building friendships, and of giving and receiving forgiveness when things go wrong.
- When difficulties occur, staff and governors work out their differences with the best interests of the children in mind.
- Children engage with and support their wider community.
- Children develop excellent emotional literacy because of our nurture and PSHE provision.
- Communication is key to our strong relationships with families.

Our Vision for Educating for Dignity and Respect

Our Inspiration: Galatians 3:26

"for in Christ Jesus you are all children of God through faith"

Our Intent:

- At St Bega's, ALL children, families, staff and governors are individually valued as God's children.
- To provide a safe and positive environment which affirms each child's skills, gifts and qualities and which celebrates the uniqueness of each child.
- We aim to develop stability, confidence and high self-esteem in all, by offering individual tailored support, care and pastoral guidance whenever it is needed.

Our Desired Impact:

- All children at St Bega's develop both a strong sense of self-worth and the skills to show dignity and respect to others.
- Staff feel valued and able to contribute their skills and gifts to the development of the school.

Everyone at St Bega's has a safe environment in which to realise their dignity

OUR KEY CHRISTIAN VALUES

- Koinonia- This expresses the quality of relationship within the Christian community. It is based on fellowship with Jesus. Through him, Christians share the relationship that Jesus has with God.
- Compassion- This requires an act of imagination and humility to share in the lives of others.
- Friendship- True friendship enables each person to grow and ensures that the unique individuality of each person is recognised.

2. Legislation and guidance

This policy and information report 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 coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO (Also the Headteacher)

The SENCO is Liz Stellmacher

They will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher/ SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher (also the SENCo)

The Headteacher will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their

parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At St. Bega's, we aim to:

- Create a positive and supportive environment for all pupils, without exception;
- Build an ongoing, holistic understanding of your pupils and their needs;
- Ensure all pupils have access to high quality teaching;
- Complement high quality teaching with carefully selected small-group and one-to-one interventions;
- Work effectively with teaching assistants.

Special Education in Mainstream schools – Summary of Recommendations – Education Endowment Foundation

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term

- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Reviewing ourselves against recommendations from the EEF

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Nurture Groups to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Chair of governors in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Headteacher/SENCo:

head@st-begas.cumbria.sch.uk

019467 23259

5.17 The local authority local offer

Our contribution to the local offer is: On our website- School information- SEND information

Our local authority's local offer is published here:

https://fid.cumberland.gov.uk/kb5/cumberland/directory/advice.page?id=F6M_YGKBr0E

6. Monitoring arrangements

This policy and information report will be reviewed by (Headteacher and SENCo) and the SEND governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions