

Ghyllside Primary School



Special Educational Needs and Disabilities (SEND) Policy

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1. Introduction

At Ghyllside School everything we do is designed to work towards the fulfilment of our school vision for all of our pupils. As a result, our SEND work is particularly important. Our vision is:

Ghyllside School Vision and Values

'For every child to fulfil their potential, leaving Ghyllside happy, confident and kind to all'

Our Mission: Ghyllside Primary School – Growing Hearts and Minds

Our Values: Inspiring Healthy Inclusive Nurturing Experiences

Ghyllside School fully upholds the principles of the Code of Practice for children with Special Educational Needs and Disabilities (SEND) 2014 and the Equality Act 2010. We are committed to providing a broad and balanced curriculum for all children so that they have every opportunity to achieve the highest standards irrespective of needs and life experiences.

Children may have Special Educational Needs throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student so that they may be enabled to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

2. Definition of special educational needs (taken from section 20 of the Children and Families Act 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 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.

Special educational provision refers to:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools in the area.

The Code of Practice (2015) describes four broad categories of need. These are:

- **Communication and Interaction**
This covers difficulty with one, some or all of the different aspects of speech, language or social communication.
- **Cognition and Learning**
This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes and specific learning difficulties (SPLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**
This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also covers difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.
- **Sensory and/or physical needs**
This area includes children with vision impairment, hearing impairment or multi-sensory impairment as well as all other physical disabilities.

3. SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cumbria who have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

Westmorland and Furness Local Offer can be found using this link:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

Ghyllside School's SEND offer can be found on our website or by clicking the link below.

[Ghyllside School SEND Offer](#)

4. Aims and objectives

Ghyllside School aims to be an inclusive school. This means equal opportunities for all children whatever their age, disability, gender, ethnicity, attainment or background.

This policy describes the way we meet the needs of children who experience barriers to learning which may relate to sensory or physical impairment; speech, language and communication difficulties; learning difficulties or social & emotional difficulties.

The Primary National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children in a fun and creative way. We meet these needs through:

- Ensuring Quality First Teaching
- Setting appropriate learning objectives, targets and success criteria to meet needs and provide challenge for all children
- Recognising, valuing and celebrating children's achievements, however small
- Working in partnership with parents/carers to overcome potential barriers to learning and assessment
- Promoting self-esteem and emotional well-being based on respect for themselves and others
- Holding Pupil Progress Meetings to discuss progress and provision
- Ensuring early identification and intervention of SEND
- Meeting individual needs through a wide range of provision including seeking advice from external agencies when appropriate
- Tracking data so we know how well all children are progressing
- Applying for an Education, Health & Care assessment where relevant and appropriate for children with complex needs who may require additional support and funding
- Creating a school environment where pupils can contribute to their own learning. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, and sports teams.

5. Responsibility for the coordination of SEN provision

In this school provision for students with special educational needs is the responsibility of all members of staff.

The role of Special Educational needs Co-ordinator/Inclusion Manager is held by Mrs Emily Garbutt. An appointment to see Emily Garbutt can be made via the school office by telephoning: 01539 814930. Alternatively, you can email: admin@ghyllside.cumbria.sch.uk

The key responsibilities of the SENCO, according to the Code of Practice 2014 section 6, in mainstream primary schools, may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers on the graduated approach of SEN provision
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with previous and potential next providers of education to ensure a smooth transition is planned
- working with the Headteacher and the Governing Body to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- overseeing the records of all children with SEN
- liaising with parents/carers of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The Governing Body does its best to secure the necessary provision for any student identified as having special educational needs. The governors ensure all teachers are fully aware of their responsibilities towards students with special educational needs. Regular SEN updates are provided to Governors through the Progress and Attainment Committee and are located within the Headteacher's Reports to Governors.

All staff work closely with the SENCO and are responsible for meeting the needs of all children in their class. Every teacher is a teacher of children with Special Educational Needs. Every teacher is responsible for differentiating the curriculum to meet the needs and provide challenge for all children and to monitor progress.

6. Admission arrangements

Please refer to the information contained in our Admissions Policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN or disability; those with Education, Health and Care Plans and those without.

7. Identification and Assessment

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

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 either definition above or would do 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.

Many children who have SEN may have a disability under the Equality Act 2010 that is, '.....a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

'Long term' is defined as one year or more and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing and long term medical conditions such as asthma, diabetes, epilepsy and cancer.

Some children with such conditions do not necessarily have SEND. Where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will be additionally covered by the SEN definition.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide adapted learning opportunities to enable the child to make academic progress and remove potential barriers to learning.
- c) The SENCO/Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) 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 knowledge with the school.
- e) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- f) Parents are encouraged to use the 'Open Door Policy' along with Parent's evenings to discuss progress being made by their child.

SEN Support

Where a child is identified as having SEN, the child will be added to the SEN register to ensure that effective educational provision is made so as to remove any barriers to learning.

SEN support then follows a cyclical process of assess, plan, do review to enable the provision to be refined and revised as the needs of the child change. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.



Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help

inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO/Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO/Inclusion Manager.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO/Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. If it is decided that additional support is needed the school will use the SEND Early Help Assessment Form to access specialist help and advice

Referral for an Education, Health and Care Plan

If a child 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 child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including: parents, child, Teachers, SENCO/Inclusion Manager, Social Care and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer.

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

Alternatively, to seek advice and support, contact the Cumbria SEND Information, Advice and Support Service (SENDIASS). [SENDIASS](#)

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Westmorland and Furness Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily

available. The school and the child's parents will be involved developing and producing the plan.

- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. How adaptations are made to the curriculum and the learning environment of children with SEND

At Ghyllside school, we are committed to providing an inclusive and nurturing environment where all children, including those with Special Educational Needs & Disabilities (SEND), can access a broad and balanced curriculum and reach their full potential.

Curriculum Adaptations:

- Teachers plan lessons with differentiated activities to meet a range of learning needs and styles. This may include breaking tasks into smaller steps, using visual prompts, or providing additional adult support.
- Individual targets are set for children with SEN, often through personalised support plans, and progress is regularly reviewed.
- Where needed, children may follow a modified curriculum that focuses on key skills such as communication, social interaction, or emotional regulation.
- We use a range of intervention programmes to support areas such as phonics, speech and language, motor skills, and emotional wellbeing.

Learning Environment Adaptations:

- Classrooms are organised to be calm, structured, and accessible, with clear visual cues and routines to support understanding and independence.
- Resources such as visual timetables, sensory tools, writing supports, and technology (e.g. tablets or reading pens) are used to help children access learning.
- Quiet areas or sensory spaces are available for children who need time to regulate or take a break from the busy classroom environment.
- Staff receive regular training on inclusive teaching strategies and how to support children with a range of needs, including autism, ADHD, speech and language difficulties, and physical or sensory impairments.

We work closely with parents, carers, and external professionals to ensure that adaptations are appropriate and effective, and that every child feels safe, valued, and supported in their learning journey.

9. Support for Improving Emotional and Social Development

At our primary school, we understand that emotional and social development is a vital part of every child's education, especially for those with Special Educational Needs (SEN). We are committed to creating a safe, supportive, and inclusive environment where children can build positive relationships, develop resilience, and feel confident in expressing themselves.

Whole-School Approach:

- We promote emotional wellbeing through our PSHE curriculum, assemblies, and whole-school initiatives such as anti-bullying campaigns and mental health awareness.
- Staff model positive behaviour and use restorative approaches to help children resolve conflicts and understand the impact of their actions.

Targeted Support:

- Children with SEN who need additional support with emotional or social development may access small group or one-to-one interventions, such as social skills groups, friendship circles, or emotional literacy sessions.
- We use recognised programmes such as ELSA (Emotional Literacy Support Assistant), nurture groups, or Zones of Regulation to help children understand and manage their emotions.

Safe and Supportive Environment:

- All staff are trained to recognise and respond to emotional needs, and we ensure that children have trusted adults they can talk to.
- Quiet spaces and sensory areas are available for children who need time to regulate or take a break from busy environments.

Working in Partnership:

- We work closely with parents, carers, and external professionals such as educational psychologists, behaviour support teams, and mental health services to ensure that children receive the right support.
- Individual support plans may include strategies to promote emotional wellbeing and social interaction, tailored to each child's needs.

By fostering a caring and inclusive school culture, we aim to support every child's emotional and social development, helping them to feel secure, valued, and ready to learn

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaires, discussion and through parents' evenings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEN provision and interventions are monitored and evaluated termly at pupil progress meetings by the Inclusion Manager and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

11. Children with Disabilities

Some children may have a disability/disabilities. Where the school is able, within the constraints of resources, expertise and suitability of the site, we are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children. We will work with the Local Authority to ensure all reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage to non-disabled children.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. Children with disabilities are given opportunities to develop skills in practical aspects of the curriculum including opportunities for them to take part in educational visits and other activities linked to the curriculum.

Teachers ensure that work undertaken by children with disabilities takes account of their pace of learning and the equipment they use along with the amount of effort and concentration needed. Work is also adapted to offer alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of materials.

12. Supporting Children Who Are Looked After and Have Special Educational Needs (SEND)

At Ghyllside school, we recognise that children who are looked after by the local authority and have Special Educational Needs (SEN) may face additional challenges. We are committed to providing a nurturing, stable, and inclusive environment where every child feels safe, valued, and supported.

Individualised Support:

- Each looked-after child with SEN has a personalised support plan that takes into account their educational, emotional, and social needs.
- We work closely with the child's social worker, carers, and other professionals to ensure a joined-up approach to support and care.
- Regular meetings, including Personal Education Plan (PEP) reviews and SEN support reviews, are held to monitor progress and adjust provision as needed.

Designated Staff and Key Adults:

- Our Designated Teacher for Looked-After Children (Mrs Emily Garbutt) ensures that the needs of these pupils are prioritised and that they have access to appropriate support and resources.
- A trusted adult is identified for each child to provide consistent emotional support and help them navigate school life.

Access to Learning and Enrichment:

- Looked-after children with SEND are fully included in all aspects of school life, including trips, clubs, and enrichment activities, with reasonable adjustments made where necessary.
- Additional funding, such as Pupil Premium Plus, is used strategically to enhance learning opportunities and provide targeted interventions.

Promoting Wellbeing and Stability:

- We place a strong emphasis on emotional wellbeing, using approaches such as nurture groups, ELSA (Emotional Literacy Support Assistants), and therapeutic interventions where appropriate.
- Transitions between year groups or schools are carefully planned and supported to ensure continuity and reduce anxiety.

By working in partnership with families, carers, and external agencies, we aim to provide a consistent and supportive environment where looked-after children with SEND can thrive both academically and personally.

13. Working in partnership with parents and children

Ghyllside Primary School believes that a close working relationship with parents is vital. The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. When discussing provision for any child with additional needs, teachers will always involve parents through regular discussion at parent evenings or through an individual review meeting.

The SENCO/Inclusion Manager may also signpost parents of pupils with SEN to other/additional sources of advice, guidance and support where this may be required.

Wherever it is appropriate, class teachers will talk with children about their targets and seeks their views on both how they work best and which types of strategies and support work for them. Children and Healthcare Plans (EHCPs) will contribute to the review of their provision at least annually.

14. Links with other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. These may include:

Education

Educational Psychologists, Inclusion Officer, Specialist Teachers (Autism, behaviour, visual impairment, hearing impairment, speech and language, EAL) and counsellor.

Health

Community Paediatricians, Occupational Therapy, Physiotherapy, Health Visitor, CAMHS, Speech and Language Therapy.

Social and Family

Children's Services, Young Carers, Parent Partnership, Oaklea Trust, Action for Children, Family Drop-In Centre.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

15. In-service training and Continuous Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The Inclusion Manager attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The Inclusion Manager, with the senior leadership team, ensures that training

opportunities are matched to school development priorities and those identified through the use of provision management.

16. Accessibility

Physical Access – all main entrances are wheelchair accessible and there are ramped accesses into school where necessary. There are two disabled toilets. There are several well-equipped Learning Support Rooms which can be used for individual and small groups and are also available for external professionals.

Curriculum Access – In line with the school's aims and objectives, all pupils have an entitlement to a broad and balanced curriculum, where reasonable adjustments are made and which is adapted according to need. Teachers and Teaching Assistants use a range of strategies to meet pupils' needs.

17. Transition Arrangements

Many strategies are in place to enable a pupil's smooth transition between new schools, as well as transition between year groups and key stages. These include:

- Discussions between the previous and receiving schools/teachers prior to the pupil joining/leaving;
- All pupils attend a transition session where they spend some time with their new class and class teacher;
- Additional visits are also arranged for pupils who need extra time in their new school/class;
- Meetings with parents/carers prior to their child joining the school;
- Liaison with the SENCOs from secondary schools to pass on information regarding pupils with SEND;
- Discussions between class teachers when pupils move to a new year group;
- All pupils attend a transition session with their new year group teacher.

When pupils move to another school their records are transferred within 15 days of ceasing to be registered and on roll at Ghyllside School.

18. Disapplication and Modification

Schools can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. We do this only in exceptional circumstances whilst endeavouring to meet the learning needs of all children, following the published access arrangements guidelines.

19. Storing and Managing Information

All information in relation to SEND is kept confidentially either in a secure filing cabinet or on a secure network file. Where a child is transferred to another school, information will be shared as appropriate, to meet the needs of the child.

20. Complaints

If a parent or carer has any concerns regarding the care or welfare of their child they should initially be shared with the class teacher. In the unlikely event that a resolution is not reached at this level, then an

appointment can be made by them to speak to the SENCO/Inclusion Manager. If concerns remain following discussion with the Head teacher then parents will be directed to the school's formal complaints procedure.

21. Monitoring and Review

This policy is monitored by the Governing Body and will be reviewed annually.