




**Special Educational Needs
(SEND) Policy**

Approved by	
Name:	Mrs Carol Bell
Position:	Chair of GB
Signed:	
Date:	Sept 2025
Proposed review date:	Sept 2026

★ Our Vision



'Bonum Vincit Et Amor Dei'

Good Wins Within the Love of God

Our vision is based on the Christian foundations of our school, which was first established by the Bishop of Carlisle (The Bishop Goodwin) in 1893. We have confidence to do good because we have faith in the goodness we see in our loving God and the he shows this goodness to everyone.

'Trust in the Lord and do Good' Proverbs 37:3

This helps us to be **ASPIRATIONAL, LOVING and INCLUSIVE.**

★ Our Purpose



All pupils and adults **FLOURISHING**

INCLUSIVE to ALL

Admitting **FAMILIES** as well as children

Nourishing, developing and celebrating the **WHOLE** child

Removing barriers

★ Our Values



★ **RESPECT**

★ **HOPE**

★ **FRIENDSHIP**

★ **FORGIVENESS**

REVIEWS OF THIS POLICY

The original Inclusion & SEN Policies were written by J Williams and P Ross in November 2003 and passed by Governors in March 2004.

Subsequent Annual Reviews:

Date reviewed	Name of reviewer and any notes
2005 - 2008	P Ross P Ross – Inclusion and SEN Policies combined and renamed SEN/AEN Policy
2010/2011	P.Ross Reviewed
2014/15 October	S.Pritchard Reviewed
2014/15 May	S.Pritchard Reviewed
2015/16 September	S.Pritchard Reviewed
2016/17 September	S. Pritchard Brown Reviewed
February 2017	revised by J Williams (Acting Headteacher) updated CLA designated teacher, SEN staff team details, dates of new documents and guidance
May 2017	revised by J Williams (SEND leader/Deputy Head) updated SEND lead details
September 2017	Reviewed by J Williams (SEND leader/Deputy Head)
September 2018	Reviewed by Z Slack (SEND leader)
September 2019	Reviewed by Z Slack (SEND leader)
September 2020	Updated LSA details and related policy update Z. Slack (SEND leader)
November 2022	Reviewed by Z. Slack (SEND leader) Updated LSA details and related policy updates
Sept 2023	Reviewed by Z. Slack (SEND Leader) Updated LSA details
Sept 2024	Reviewed by Z. Slack (SEND Leader) Updated LSA details and New Headteacher
Sept 2025	Reviewed by Z. Slack (SEND leader) Updated changes to EAL provision, LSA details and New Chair of Governors

Mission Statement

We have a vibrant, happy school where individuals are valued and supported to achieve their best....based on our four Christian values of HOPE, RESPECT, FRIENDSHIP AND FORGIVENESS.

These values form the core of our approach to Inclusion and SEN/D. Every child is valued; their uniqueness and the individual talents that they bring to our school community are embraced and encouraged. We are committed to giving all our children every opportunity to achieve the highest of standards and we do this by taking account of children's' varied life experiences and needs. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Statement of intent

This policy outlines the framework for The Bishop Harvey Goodwin School to meet its duties and obligations in providing high quality education to all of its pupils, including pupils with special educational needs and/or disabilities or learners that are vulnerable. This policy follows the guidelines set out in *Special educational needs and disability code of practice: 0 to 25 years (2014)*. The Bishop Harvey Goodwin School therefore intends to work with Cumbria County Council and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN/D.
- Greater choice and control for young people and parents over their support.

Successful preparation for adulthood, including independent living and employment.

Signed by

K. Holland Headteacher

Carol Bell Chair of Governors

Z. Slack Inclusion Leader SEND

Next review date: November 2025

Objectives

The aims of our policy and practice are:

1. To identify and provide for children who have Special Educational Needs and Disabilities (SEN/D) or who are Vulnerable Learners by ensuring that they are fully included within the school life and gain full access to the National Curriculum.
2. To operate a 'whole child, whole school' approach to the management and provision of support for children with SEND/Vulnerable Learners.
3. To carefully map provision for all children with SEND and/or Vulnerable Learners to ensure that staffing, deployment, resources allocation and choice of intervention is leading to good learning outcomes.
4. To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others' (National Curriculum, 2000).
5. To work within the guidance set out in the *Special educational needs and disabilities code of practice: 0 to 25 years (2015)*.
6. To provide an Inclusion Leader SEND who will:
 - provide support and advice for all staff working with children with SEN/D or who are vulnerable learners.
 - provide support and advice for parents/carers/guardians who have children with SEN/D or who are vulnerable learners.
 - co-ordinate provision for children with SEN/D or who are vulnerable learners.

1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Special educational needs and disability code of practice: 0 to 25 years (January 2015).
- Supporting Children with Medical Conditions (December 2015)
- Keeping Children Safe in Education. (September 2022)
- Working Together to Safeguard Children (2018)

2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

3. Areas of special educational need

The four broad categories of needs set out by the *Special educational needs and disability code of practice: 0 – 25 (January 2015)* are:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

4. Vulnerable Learners

Vulnerable learners are children with barriers to learning which are not necessarily of a SEN/D nature. At 'The Bishop Harvey Goodwin School' we aim to facilitate the removal of those barriers so children can participate fully in the all areas of school life.

Children with English as an Additional Language

Definition

A child who has English as an Additional Language is a child whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL children are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all children regardless of ethnic, cultural or linguistic heritage. We aim to include all children and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school.

Admissions

No child will be refused admission on the basis of ethnicity or EAL. Children who have EAL will be admitted under the same criteria as any other child applying for a school place. Where parents do not speak English, we endeavour to provide written information and help in their first language in order to facilitate the admission process and provide key information about our school. On admission, the child will have access to a welcome and induction programme which recognises their linguistic needs – this process aims to provide a safe and secure start to their learning.

Provision

Children with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English. The following provision can be expected:

- Baseline children's speaking and listening using the Bell Foundation ESOL (English for Speakers of Other Languages) assessment tool
- Children will be placed in flexible groups which match their academic ability both in class and in their EALIP (English as an additional language intervention program) intervention
- Work in class will be differentiated in order to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the child to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for children may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for children arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where children are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of children with EAL will be monitored using EALIP (where below on National Curriculum indicators). Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Leader SEND. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The child will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include parents with EAL in the life of the school – we have access (upon request) to interpreting facilities at parents' evenings, for example.

Children who are looked after in local authority care

The Bishop Harvey Goodwin school recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to:

- attachment differences, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher (DT) for children who are looked after. At The Bishop Harvey Goodwin School this is **Mrs Sally Thompson**. The responsibilities of our designated teacher includes:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- ensuring that children who are 'looked after' have access to the appropriate network of support.
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern).
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times.
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the County's, 'The Virtual School (VS) for Children' which promotes the educational needs of Children who are Looked After and monitors admissions, PEP completion, attendance & exclusions.

Able and/or talented learners

In this section the term 'more able' refers to children who have a broad range of achievements at a very high level. Those children who are more able have very well-developed learning skills across the curriculum. Most more able children have achieved Greater Depth (National Curriculum 2014) in a minimum of two of the core subjects. The term 'talented' refers to children who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy
- Creativity artistic, musical, linguistic

Identification

Before identifying any child as 'more able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'more able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level.
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner. From Year 1 to Year 6 we set ambitious targets for English and Mathematics for all our learners; this target setting encompasses where children are and what we expect them to achieve.

We offer a range of extra-curricular activities for all our children. These activities offer very able and/or talented children the opportunity to further extend their learning. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

5. Admissions

The Bishop Harvey Goodwin School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN/D but do not have an EHC plan.
- Not refusing admission for a child who has SEN/D but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

6. Roles and responsibilities

The Headteacher, Miss Kate Holland, has a responsibility for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met even though responsibility in the first instance is on the class teacher and the Inclusion Leader SEND.
- Make sure that the Governing Body is kept up to date about issues relating to SEND.
- Regularly and carefully review the quality of teaching for pupils at risk of becoming vulnerable learners, as a core part of the school's performance management arrangements.

The Inclusion Leader SEND, **Mrs Zoey Slack**, has a responsibility for:

senco@bishopharveygoodwin.cumbria.sch.uk

In line with the recommendation in the *Special educational needs code of practice 0 - 25 (2015)*, the Inclusion Leader SEND will be responsible for:

- Being a qualified teacher.
- Attaining the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborating with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of the SEN/D policy and provision in the school.
- Working with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertaking day-to-day responsibility for the operation of the SEN/D policy.
- Coordinating the specific provision made to support individual children with SEN/D, including those who have EHC plans.
- Liaising with the relevant designated teacher and designated officer (Mrs Davies) where a looked after pupil has SEN/D.
- Advising on a graduated approach to providing SEN/D support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEN/D.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents, carers, and other agencies, including SEN/D charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals providing a support role to the family.
- Ensuring, as far as possible, that pupils with SEN/D take part in activities of the school together with those who do not have SEN/D.

- Ensuring that the school keeps the records of all pupils with SEN/D up-to-date.
- Informing the child's parents that SEN provision is being made, where the child does not have an EHC plan.
- Meeting termly with class teachers/staff to review SEN provision.
- Meeting termly with all stakeholders to review and plan SEN provision.
- Carrying out appraisals for the SEN team.
- Working as a part of the Senior Management Team analysing national data and in-house tracking.
- Implementing and monitoring a cycle of assess, plan, do and review.
- Maintaining and analysing the whole school provision map for SEND and vulnerable learners in consultation with the Senior Leadership Team.

Class teachers have a responsibility to:

- Plan and review support for their children with SEN/D, on a graduated basis, in collaboration with parents, the Inclusion Leader SEND and the pupil.
- Set high expectations for every child, aiming to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to children achieving and learning.
- Seek advice from the Inclusion Leader SEND.
- Ensure that the school's SEND policy is followed in their classroom and for all children that they teach with any SEND.
- Ensuring that the parent/carer/guardian are involved in supporting your child's learning.

The governing body has a responsibility to:

- Fully engaging parents and / or young people with SEN/D when drawing up policies that affect them.
- Using their best endeavours to secure the special educational needs provision called for by a child or young person's SEN/D.
- Designating an appropriate member of staff (the Inclusion Leader SEND) as having responsibility for co-ordinating provision for pupils with SEN/D.
- Appointing a designated teacher for 'looked after' children where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publishing annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publishing annual information about the arrangements for the admission of pupils with disabilities; the steps taken to prevent children with SEN/D being treated less favourably than others; and the facilities provided to assist pupils with disabilities.
- Publishing accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information. This is reviewable every three years.
- Developing complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Providing suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN/D, in line with their EHC plan.

The Inclusion Team is:

INCLUSION / SEN team;

- Z Slack (Inclusion Leader – with SEND)
- C Craggs (Designated Safeguarding officer & Deputy Head Teacher)
- K Holland (Deputy Safeguarding Officer & Head Teacher)
- S Thompson (Deputy Safeguarding Officer)

Contact: admin@bishopharveygoodwin.cumbria.sch.uk

- C Kenyon (LSA)
- D. Pearson (LSA)

- L. Cartwright (LSA)
- K Christie (LSA)
- L Hillman (LSA)
- E Rome (LSA)
- S Freebairn (LSA)
- K Hadden (LSA)
- S Fuller (LSA)
- S Ali (LSA)
- A Bright (LSA)

7. Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEN/D express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN/D area of need.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

9. Joint commissioning, planning, and delivery

The Bishop Harvey Goodwin School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with children and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How children and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable children to prepare for their future adult life.

Draw on the wide range of local data-sets about the likely education needs of children with SEN/D to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEN and disabilities among children at national level.
- Numbers of local children with statements/EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEN and disability.
- An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children with SEN/D.
- Increasing the proportion of children with SEN/D whose needs are identified before school entry.

8. Funding

The Bishop Harvey Goodwin School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils. Personal budgets are allocated from the local authority's high needs funding block and The Bishop Harvey Goodwin School will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

9. Local offer

The Bishop Harvey Goodwin School will cooperate generally with the local authority and local partners in the development and review of the local offer.

10. Identification

To identify children with SEN/D The Bishop Harvey Goodwin School will:

- Assess each child's current skills and levels of attainment on entry.

Make regular assessments of all children to ensure the following:

- that the intervention is appropriate.
- that the child's progress is similar to that of their peers starting from the same baseline.
- that the progress of the child matches or better his/her previous rate of progress.
- that it closes the attainment gap between the child and their peers.
- prevents the attainment gap growing wider.
- provides extra support to pupils falling behind or making inadequate progress given their age and starting point.
- assesses whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

11. Graduated approach

The Bishop Harvey Goodwin School employs a graduated approach to meeting children's needs, including:

Establishing a clear **assessment** of the child's needs.

- **Planning** with parents/carers/guardians, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions, with support of the Inclusion Leader SEND.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.
- ***The school follows a cycle of Assessment, Plan, Review and Do with all children who are identified with SEN/D***

11. Assessment

The Bishop Harvey Goodwin School will, in consultation with the child's parents, request a statutory assessment of SEN where the child's needs cannot be met through the resources normally available within the school. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

12. Education, Health and Care (EHC) plans

- The Bishop Harvey Goodwin School will meet its duty to respond to the local authority within 15 days, if it is named on a child's EHC plan.
- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the child's needs and that arrangements are in place in order to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

13. Reviewing an EHC plan

The Bishop Harvey Goodwin School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the child prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

14. SEN and Disability Tribunal

The Bishop Harvey Goodwin School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

15. Data and record keeping

The Bishop Harvey Goodwin School will:

- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- Record details or additional or different SEN provision on a provision map.

16. Confidentiality

The Bishop Harvey Goodwin School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the child's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the child is intending to start higher education.

20. RELATED POLICIES

Safeguarding with focus on Child Protection

Intimate Care

Equality & Diversity (race, disability and gender)

Gifted & Talented

Behaviour & Anti-Bullying and the Positive Behaviour Manual

Online Safety

Computing

Internet Usage Safety Statement

Health & Safety

First Aid

Total Management Plan

Educational Visits

The Bishop Harvey Goodwin School Complaints Procedure

Accessibility Plan

Data Protection Policy

The Bishop Harvey Goodwin School SEND offer

SEND Information Report