



## **Ullswater Community College**

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY and INFORMATION REPORT**

|                                 |                                                                                      |
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| Date approved by Governors      | 10 December 2025                                                                     |
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| Chair of Governors              | David Carter                                                                         |
| Signature of Chair of Governors |  |

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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 and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Ullswater Community College we aim to raise aspirations, expectations and attainment for all students with a special educational need and/or disability.

Ullswater Community College is an inclusive, caring and ambitious school. Students, teaching and support staff, governors and parents work hard to ensure all pupils achieve their potential.

In providing the highest quality teaching, pastoral care and enrichment activity we seek to raise the educational standards of all our students across a broad and balanced curriculum.

This vision for all areas of UCC can be summarised as 'Best in County'.

UCC is proud of its status as a Strategically Resourced Provision for students with special educational needs in the areas of severe learning difficulties, profound and multiple learning difficulties and physical or medical needs. The specialist provision for these students includes access to a suite of rooms that includes specialist changing and physiotherapy facilities and a sensory room.

We are fiercely ambitious for all our students, whatever their level of ability, whether they have or may have special educational needs or a disability (SEND). The right to the highest quality teaching and learning, the most appropriate curriculum offer and the best personal guidance is at the heart of our day-to-day practice. In deciding whether to make special education provision, the teacher and Special Educational Needs and Disabilities coordinator (SENDCo) will consider a wide range of information. For higher levels of need we will make arrangements to draw on more specialist assessments from external agencies and professionals.

## 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, guidance and policies:

- [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
- Equality Act 2010: advice for schools DfE 2018
- Statutory Guidance on Supporting pupils with medical conditions Sept 2014
- UCC Safeguarding Policy
- UCC Accessibility Plan

## 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 the 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 SENDCo**

The SENDCo is Guy Short. He will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 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 SEND up to date

### **4.2 The SEND governor**

The SEND governor is Jacki Leah. She will:

- Help to raise awareness of SEND 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 and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **4.3 The Headteacher**

The Headteacher, Stephen Gilby, will:

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

### **4.4 Class teachers**

Teachers are responsible and accountable for the progress and development of all of the students within their class, including where students access support from Learning Support Assistants or specialised staff.

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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

## **5. SEND information report**

### **5.1 The kinds of SEND 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 SEND 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 SEND.

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 SEND 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**.

Teachers are responsible and accountable for the progress and development of all of the students within their class, including where students access support from Learning Support Assistants or specialised staff.

The class or subject teacher will work with the SENDCo 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 or 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.

The school has a systematic approach to formative assessment, and teachers rigorously 'assess – plan – do – review'. This approach is used to drive the quality of teaching in the school and the progress of all students. Formative assessment is used to establish the challenge in students' learning. Formal assessment takes place throughout the year at evenly spaced intervals for all subjects; progress is monitored and tracked against expectation. Teachers systematically review the effectiveness of their teaching against students' progress. It is a cyclical process which enables the teacher and the student to evaluate the effectiveness of learning and to adapt and modify practice accordingly, usually with a specific focus on formative assessment and differentiation.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We work closely with our colleagues in our feeder primary schools to ensure smooth transition for all learners, especially SEND students. Children with special educational needs and/or disabilities have a personalised transition programme to ensure successful transition.

Some students will already have been identified as requiring SEN Support by their Primary School. In these cases transition arrangements can be put into place from Year 5. SEND Transition arrangements range from:

- Primary SENCo completing a form 'Primary Transition Information for SEND students' which then informs UCC SENDCo about the needs of the student. This information is used to create a SEND Support Plan.
- For students with more challenging needs a bespoke transition plan can be put in place from Year 5. Each case is individual and will be arranged via review/ transition meetings arranged by the Primary School.

In Year 7 Reading and Spelling screening tests are carried out, along with Cognitive Ability Tests. The information from these tests is scrutinised by the SENDCo. Further investigation may be carried out and some students may be removed from our SEND Record of Need, and some may be added to the Record of Need and given a SEND Support Plan.

From Year 9 onwards we involve Inspira in EHCP Annual Reviews, and we work very closely with Post 16 providers to make sure we emphasise Preparation for Adulthood and ensure our students are able to make the best possible transition.

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 SEND**

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

'Quality first' teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide a number of interventions which support pupils with SEND such as Accelerated Reader and Literacy and Numeracy catch-up lessons.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have 28 Learning Support Assistants who support our SEND pupils.

This team is led by Mrs Joanne Schofield, our Inclusion Manager who holds the following qualifications: Cache level 3 TA; NVQ Level 3 TA; Certificate in Leading and Managing Support Staff; Certificate in ASC; BA (Hons) Psychology with Counselling.

Our SEND Administration Assistant is Mrs Alison Stobbs.

## **5.9 Expertise and training of staff**

The Special Educational Needs and Disabilities coordinator (SENDCo) at Ullswater Community College is Mr Guy Short, who can be contacted on 01768 210206 or via e-mail at: gshort@ullswatercc.co.uk

Mr Short has completed the National Award for SEN Coordination (NASENCo) and is a member of the school's senior leadership team.

Mrs Rachel Ridley is Assistant SENDCo, and leads the Specialist Resource Provision at UCC. She is an LA specialist teacher for Severe Learning Difficulties and Physical/Medical Difficulties and also holds the NASENCo qualification. She holds an Advanced Certificate in SEN, a BSc (Hons) in Sociology, and a Postgraduate Certificate in Education.

Mrs Charley Dawson is Assistant SENDCo with specific responsibility for transition and supporting class teachers. She also holds the NASENCo qualification.

Mrs Sarah Doyle is the Specialist Teacher leading our Strategically Resourced Provision for students experiencing Emotionally Based School Avoidance.

## **5.10 Securing equipment and facilities**

We have a wide range of facilities and specialist provision designed to support the development of students with severe learning difficulties, this includes a sensory room and physio equipment.

We work with students, families and other agencies to draw up personal plans e.g. intimate care, personal emergency evacuation plans, risk assessments to ensure that we accommodate physical and/or medical needs of students in a personal way. Where such plans require additional equipment or adaptations to be made to the environment we work with the local authority to ensure this is done.

### **5.11 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Regularly reviewing support plans

In addition to the formative assessment cycle there is a rigorous school-wide schedule of monitoring, evaluation and review (MER) to support the improvement of teaching. This involves: lesson observation, work scrutiny, homework scrutiny, student voice and parental consultation. The basis upon which all the MER protocols operate is to generate information for well-informed conversations about the quality of provision. It is the school's forum to discuss pedagogy, to plan CPD and to share best practice.

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

All of our extra-curricular activities and school visits are available to all our pupils.

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

The UCC Accessibility Plan is designed to ensure that no pupil is excluded from any activity or experience because of any special educational need 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 SEND are encouraged to take an active part in all school activities, for example the annual Remembrance Day parade
- Pupils with SEND are also offered supervised activities in social times to encourage interaction with other pupils and to help them make and sustain friendships
- UCC has a team of Mental Health First Aiders
- All staff take part in CPD which supports emotional wellbeing, for example bereavement training

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We are fully committed to working with other agencies to support the family and the student, and will actively seek to work with other professionals/agencies with permission from families to do so. We follow the Local Authority (LA) Early Help Assessment Procedures, and have a Team Around the Child/Family approach, which both SENDCo and pastoral staff follow.

### **5.15 Complaints about SEND provision**

If you need to raise an issue in the first instance please contact the SENDCo or Head of Year to see if your complaint can be resolved. If not, please request a copy of the Schools Complaints procedures from the admin office. In addition to this, we would advise that you contact the Local Authority's SENDIASS service (see below).

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 of support services for parents of pupils with SEN**

Information about the Westmorland and Furness Special Educational Needs and Disabilities Independent Advice and Support Service (SENDIASS) can be found at: <https://sendiass.westmorlandandfurness.gov.uk/>

### **5.17 Contact details for raising concerns**

Contact the SENDCo at UCC if you have any concerns relating to special educational needs and/or disabilities.

### **5.18 The local authority local offer**

The Westmorland and Furness Local Offer can be found at:

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

## **6. Monitoring arrangements**

This policy and information report will be reviewed 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 the following documents:

- Accessibility plan
- Behaviour and Anti-Bullying policy
- Equality policy
- Intimate Care policy
- Supporting Pupils with Medical Conditions policy