

DERWENT PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed by:

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1. Aim

Derwent Primary School values the abilities and achievements of all its pupils, and is committed to providing, the best possible environment for learning so that each child can reach his or her full potential.

2. Inclusion statement

We endeavor to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced and broad curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

3. Aims and objectives of this policy

The following principles meet the SEND Code of Practice:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, secondary school, further education or higher education or training.

The following principles are the 5 outcomes of 'Every Child Matters':

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Our school aim and objectives are:

- To reach high levels of achievement for all
- To be an inclusive school that meets the needs of all pupils including protected characteristics under the Equality Act
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all

- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- To work with parents and carers to agree a schedule for children with SEND
- To plan and prepare for the transitions between phases of education and preparation for adult life.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The aims and provisions set out in Derwent Primary School's Behaviour Policy compliment this SEND Policy.

The aims and provisions set out in Derwent Primary School's English as an Additional Language Policy compliment this SEND Policy.

4. Admission arrangements

The Governing Body states that no pupil will be refused admission to the school on the basis of his or her special educational need. In line with SEN and the Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. When admitting any child to Derwent Primary School, the SENCo will meet with the parents to discuss any SEN provision that may be required.

5. Management of SEND within school

The Headteacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO.

A member of the governing body will have an oversight of the school's arrangements for SEND and disability.

All staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education Health Care Plan for their special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

When progress is less than expected, the class teacher, working with the SENCo, will assess whether the child has SEND.

Teaching Assistants play a role in the support of pupils with SEND.

In line with the recommendations in the SEND Code of Practice 2014 the SENCO is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND (in conjunction with class teachers)
- 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 SENCO is responsible for reporting to the head and the governor with responsibility for SEND and the day to day management of the SEND policy.

6. Identification and assessment

A pupil has SEND where their learning difficulty or disability calls for special educational provision, where the provision needs to be different from, or additional to, the provision provided to the rest of the class.

The school will assess each pupil's current skills making sure they build on information from previous settings. Children may be identified at different ages, as for some children the difficulties become evident only as they develop. Everyone who works with the children should be aware of emerging difficulties and respond early.

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the School Assessment Coordinator using whole school tracking data as an early identification indicator.

We also use a number of additional indicators of special educational needs.

The analysis of data, includes:

- Entry profiles, Foundation Stage Profile, SATs and termly pupil assessments
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other schools.

The school criteria is:

- A diagnosed learning disability
- Pupils who have been diagnosed as having a speech and language disorder and receive speech and language therapy
- If at the end of Key Stage 1 pupils are working at or below 'foundations for the expected standards' in reading, writing and maths
- If at the end of Year 4 pupils are working at or below 'the early development of the expected standard' in reading, writing and maths.

Each case will be assessed on an individual basis following the school's tracking and teacher's professional judgement.

Following the Code of Practice guidelines, the school follows the 'assess, plan, do and review cycle' to ensure accurate assessments are made in order to support all pupils' individual needs.

The SENCO maintains a list of pupils identified through the procedures listed. A detailed analysis of the list takes place termly and it is reviewed at this time.

In line with the new Code of Practice, all parents/young people will be involved in the decision-making process. For some pupils a more in-depth individual assessment may be undertaken.

7. Curriculum access and provision

If a child has been identified as having SEND, then we will act to remove barriers to learning and put special educational provision in place.

In order to meet the learning needs of all pupils, teachers differentiate work.

They work to meet individual learning needs, to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision includes:

- In class support for small groups with a Teaching Assistant
- Small group withdrawal with a Teaching Assistant or Learning Mentor
- Individual class support / individual withdrawal
- Further differentiation of resources
- Homework
- A range of interventions
- Provision of alternative learning materials / special equipment
- Group support
- Staff development / training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment or staff training.

8. Monitoring pupil progress and record keeping

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills

- Shows improvements in the pupil's behaviour.

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupils own perceptions of difficulties
- Information from health/social services
- Information from other agencies.

Provision for SEND is recorded accurately and kept up to date. Meetings with parents and young people are held 3 times a year to ensure that they are kept up to date with relevant targets.

In accordance with the Code of Practice, Derwent Primary School will use information systems to monitor the progress and development of all pupils.

Derwent Primary School will use Provision maps to document the provision that is provided to every child, but also all SEND children. The provision maps will document anything that is additional to and different from that which is offered through the school's curriculum.

9. Support Plans

All pupils on the SEND register will have a Support Plan setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an Education Health Care Plan, provision will meet the recommendations on the Education Health Care Plan. In subjects where all children have curriculum targets, these are used to inform Support Plans.

Strategies for pupils' progress will be recorded in a Support Plan containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and / or exit criteria
- The outcomes recorded at review
- The help that can be given at home.

The Support Plan will record only that which is different from, or additional to, the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Support Plan will be discussed with the pupil and the parent.

The Support Plan will follow the Code of Practice structure which is 'Assess, Plan, Do, Review'.

There will also be an annual report to parents published which will detail their child's progress.

10. Reviewing a Support Plan

The Support Plan will be reviewed at regular intervals and parents' and pupils' views will be sought.

11. Request for Education Health Care Plan

The school will request an Education Health Care Assessment from the Local Authority when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The interventions
- Current and past Support Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Assessment Records
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals.

12. Assessment length

The latest information is available here:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/ehc-assessments-plans/>

13. Education Health Care Plan

An Education Health Care Plan will normally be provided where, after an Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an Assessment does not inevitably lead to an Education Health Care Plan.

An Education Health Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Education Health Care Plan
- Established through parental/pupil consultation

- Set out in a Support Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

14. Reviews of Education Health Care Plans

Education Health Care Plans must be reviewed annually. The Local Authority will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the Education Health Care Plan
- Review the provision made to meet the pupil's need as identified in the Education Health Care Plan
- Consider the appropriateness of the existing Education Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate, to set new objectives for the coming year.

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend, if this school is known, in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an Education Health Care Plan of SEND.

15. Partnership with parents/carers and the involvement of pupils

The school aims to work in partnership with parents and carers and involve pupils in the decision-making process. Where appropriate, all pupils are involved in monitoring and reviewing their progress. We do so by:

- Keeping parents/carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents/carers feel welcome

- Ensuring all parents/carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents/carers aware of the Parent Partnership services
- State their views about their education and learning
- Identify their own needs about learning
- Share in individual target setting across the curriculum
- Self-review their progress and sets new targets
- Support Plan reviews and setting of Support Plan targets
- Regular meetings with named adults
- Working with learning mentors
- Annual reviews.

As a School we will also:

- Provide parents with an annual report on their child's progress
- Talk to parents regularly to set clear outcomes and review their progress
- Seek the views of the parents and advise on how they can help their child at home
- Discuss the views of the child.

16. Links with external agencies

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils who receive SEND Support, any one or more of the following agencies may be involved:

- Educational Psychology Service
- Specialist Teaching and Psychology Service
- Education Welfare Service
- Speech and Language Therapy Service
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service
- Physiotherapists
- Occupational therapists

- Hearing Impairment Service
- Visual Impairment Service
- Other Children and Young People's Services.

The SENCO will maintain links with other SENCOs through the SENCO network meetings.

17. Staff development

In order to maintain and develop the quality of our provision, staff are required to undertake appropriate training.

For example:

- Regular SEND Training
- Annual SEND Conference
- Regular attendance at the Special Needs Research clusters at the University of Derby
- Network Meetings

18. Allocation of resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Additional funds delegated or devolved in the same year to meet the needs of pupils with an Education Health Care Plan for their Special Education Need, or those in danger of exclusion will be applied for if these are relevant to provide for the needs of pupils.

19. Complaints

If you have any concerns or complaints regarding the care or welfare of your child, an appointment can be made with the SENCO, who will be able to advise on formal procedures for complaints.

Any complaints regarding SEND provision will follow the school's complaints procedure as set out in the complaints policy.

20. Review of SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan. All governors are up to date and knowledgeable about the schools SEND provision including how funding, equipment and personnel resources are deployed.

This policy was reviewed: September 2021

Next review date: September 2022

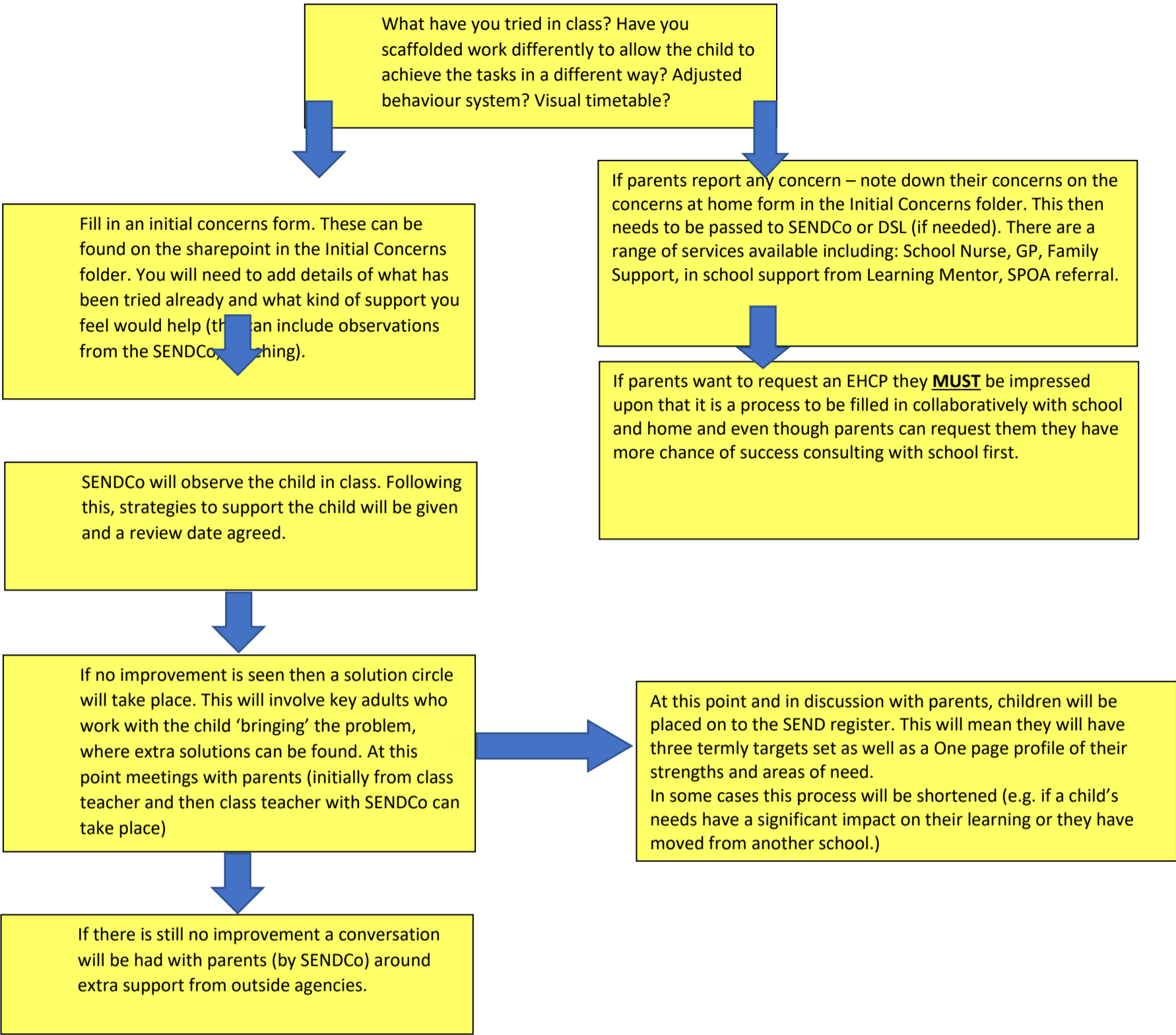
Appendix A - Monitoring and evaluation criteria

Monitoring	Evaluation
Curriculum provision	
Scrutiny of planning Classroom observation Work sampling Teacher interviews Informal feedback from SEND staff/support staff Pupil interview	Planning shows differentiation and specified and varied roles for support adults There is differentiation, and further differentiation, of learning opportunities in the classroom Work sampling shows curriculum continuity and progression in learning Teachers feel supported in meeting the needs of individual pupils Pupils with SEND are given suitable learning tasks to meet their needs Pupils can identify what and how they are learning
Individual pupil progress	
Scrutiny of whole school data –progress of pupils identified as having SEND Sampling individual pupil work Analysis of assessment data relating to individual pupils Scrutiny of Support Plans and Support Plan targets Minutes of Support Plan reviews Pupil review meetings and records of review meetings Pupil interviews	Pupils with SEND make good progress in comparison with other pupil groups Samples of pupil work show progression over time Data recording individual pupil progress is analysed and shows progression Support Plan targets are SMART, relevant and reviewed regularly Support Plan targets are shared by pupils There is progress on Support Plan targets Pupils are actively involved in Support Plans and annual reviews
Monitoring the implementation of SEND procedures	

<p>Analysis of assessment data and pupil tracking</p> <p>Register analysis</p> <p>Parent questionnaires</p> <p>Staff questionnaires</p> <p>Analysis of systems for ensuring effective communication</p> <p>Sampling of SEND files</p> <p>Classroom observation relating to effectiveness of support staff and SEND staff</p> <p>Provision Maps</p>	<p>Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be 'out of step' with peers</p> <p>Assessment data is analysed and used to inform provision</p> <p>The SEND register is reviewed termly and distributed to all staff</p> <p>The register is audited, analysed and any appropriate action taken</p> <p>There is movement on the register, both up and down the levels of intervention</p> <p>All parents are informed of their child's special educational needs and of Support Plan targets</p> <p>Parents express satisfaction with the provision made</p> <p>% parents attended annual reviews</p> <p>Staff feel they have sufficient information and support</p> <p>SEND files are up to date and accessible</p> <p>The SENCO has regular meetings with the governor with responsibility for SEND</p> <p>Resources are used effectively</p> <p>Support staff have clear roles</p> <p>Support staff are effective in supporting pupil learning</p> <p>All SEND staff are appraised and receive regular training</p> <p>Analysis of provision menu shows a range of provision to meet individual needs</p> <p>Analysis of provision mapping shows appropriate actions to meet individual needs</p>
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Appendix B - What to do if you are concerned about a child (SEND)

As a school we need to follow a graduated response for any child we have concerns about (be it academically, social or emotionally). Below is an outline of some steps we will adapt in school to support children if we have concerns about them.



Appendix C – Staff concern form for SENCo

If you have any concerns about a child, please complete this form. You may wish to complete it over a period of time in order to build up a picture of the child. Please attach copies of any work and/or photos that support your concern.

Name:		SEN status(if any):	Class:	D.O.B:
Name of person completing form:				
Date:	Parents Concerns:		Concerns of class teacher (this may be none)	
What do parents want from the SENDCo and school?				

Appendix D – Parent concern form for SENDCo

If you have any concerns about a child, please complete this form. You may wish to complete it over a period of time in order to build up a picture of the child. Please attach copies of any work and/or photos that support your concern.

Name:		SEN status(if any):	Class:	D.O.B:
Name of person completing form:			How involved are you with the child? i.e. how often do you teach/work with child:	

Date:	Concern:	Strategies already used (please include comment on success or otherwise):
What do you want from the SENDCo?		