



Shardlow Primary School



SEND Policy

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Version Control

Version	Date	Author	Changes
V1.2	March 2020	H Berry	Definition of SEND- 'when pupils receive provision additional to or different from others'. Graduated Approach- if a child does not make adequate progress, 'then over time' we may identify them as having SEN. Added Behaviour Support Services to the list of professional we work closely with. Added One Page Profile and My SEND Learning Programmes as ways to record need and progress. Managing SEND Register- amended parents to 'parents/ carers' permission. Monitoring- added that SEND paperwork is monitored termly.
V1.3	Oct 2020	H. Berry	Removed- they need to have 'an attainment gap of at least 18 months' from definition of SEND section a. (That is an agreement within the Trust but not government guidance, how it was written appeared as though it was statutory.)
V1.4	Mar 2022	H. Berry	Replaced IEP with My SEND Learning Programme (more children on these now throughout school). Added Autism Outreach and Inclusion to the list of outside agencies/ professionals. Replaced Case Study with Intervention log within the Programme.
V1.5	Mar 2024	H. Berry	Pg 5 removal of out of date references to statements. Pg 7 addition of behaviour risk assessment and support plan to graduated response Pg 9 removal of reference to old paperwork system which has now been fully replaced throughout school. Removal of reference to pupil progress meetings. Replacement of differentiation to adjustments. Addition of Health Care Plan and Intimate Care Plan reference. Pg 10 included SENDIASS for Parent support signposting

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The Special Educational Needs and or Disabilities (SEND) Code of Conduct

The Children and Families Act (2015) is accompanied by a SEND Code of Practice.

For those children with the most complex needs, their provision is supported by an Education, Health and Care (EHC) Plan. These plans are supported by an Education, Health and Care Plan Pathway.

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 that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definition of SEND

A child or young person is identified as having SEND if they receive provision which is additional to or different from other pupils. They usually 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.

(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 or disability solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational and Disability (SEND) Policy

At Shardlow Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We provide the best possible education for our children irrespective of individual differences within the protected categories of the Equality Act of 2010.

The day to day implementation of this policy is led by our Special Educational Needs Coordinator; it is the responsibility of the Headteacher, to ensure that the policy is implemented. There is also a governor with responsibility for Special Educational Needs.

This policy should be read in conjunction with all our policies which relate to inclusion, including;

- Shardlow Primary School Accessibility Plan
- Shardlow Primary School Behaviour Policy
- ONE Academy Trust Equality & Diversity Policy
- Shardlow Primary School Equalities Objectives & Equality Duty Report
- Shardlow Primary School Anti-Bullying Policy
- Shardlow Primary School Child-friendly Anti-bullying Policy
- Shardlow Primary School Child Protection and Safeguarding Policy

It is our vision to create a happy and stimulating learning environment in which all members of the school community can grow in self-esteem and develop to their full potential as individuals in a diverse society.

At Shardlow Primary School we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning. Teachers in our school are teachers of all children, including those with SEND.

Aims and Objectives

At Shardlow Primary School we work hard to ensure every child achieves their full potential, and encourage all children to have high aspirations. When working with children with SEND we are focussed on supporting children to achieve their very best possible outcomes.

We will achieve this through the following objectives:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs or Disabilities

We use a variety of methods to identify SEND. In the 2015 SEND Code of Practice it breaks down SEND into four broad categories of need.

These are:

Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health and Sensory and/or Physical.

We will use these categories to help inform us of the best ways of supporting a child. We use a variety of techniques to help us to identify a child’s Special Educational Needs, always thinking about the whole child. We are aware that there are many other variables that can impact on a child’s performance but do not constitute Special Educational Needs. These can include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEND Support

All children at Shardlow Primary School are assessed on an ongoing basis. A formal termly assessment informs the teacher assessments and this information is scrutinised by the Head teacher and all teaching staff to ensure that children are making appropriate progress.

In addition, to this learning in classrooms is frequently observed to ensure that children are engaging in lessons appropriately and that teaching meets their needs. In lessons, teachers differentiate work through resources and support for pupils of differing abilities and ensure that teaching is of a high quality. Children with Special Educational Needs or Disabilities may be working on different objectives to those of their peer group.

Through Pupil Progress meetings, which are held termly, teachers are held to account about the progress of all children, including those children who have Special Educational Needs.

If children appear not to be making appropriate progress or they are having difficulties accessing the curriculum, support and adjustments will be put in place for a child. This can be done as daily or weekly intervention. If after receiving this additional support a child does not make adequate progress then over time we may then identify a child as having Special Educational Needs. When making this decision we look at a range of evidence including assessments, observations and through conversations with parents.

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school. (Definition from SEND Code of Practice April 2015).

If we place a child on the Special Needs Register we create a My SEND Learning Programme for the child, outlining their targets and how we will work with the child to achieve these targets. Their programme will be reviewed at least three times per year and new targets may be set after being reviewed. However if a child meets their targets mid review new targets will be set and parents will be informed. Parents may discuss their child's progress with the SENCO or class teacher at any point. Parents and the child will be encouraged to share their ideas about targets and progress towards these.

When a child has a higher level of need we often draw on the expertise of other professionals for their advice on how best to meet a child's needs. The professionals we work closely with include: Speech and Language Therapists, Autism Outreach, Educational Psychologists, Paediatricians, Occupational Therapists and Physiotherapists, Behaviour Support Service as well as other support services such as Inclusion. Some children may need a Behaviour Risk Assessment and Support Plan which outlines a consistent strategy of response.

All children on the SEND register will have a One Page Profile within their Programme to summarise their needs, and a log to monitor provision. These are updated each term by the Class Teacher or the Teaching and Learning Assistant in liaison with the Class Teacher. All paperwork is monitored termly by the SENDCo.

Managing Pupils Needs on the SEND Register

Pupils on the SEND register will have a My SEND Learning Programme. These are reviewed termly and new targets are set. Targets must be SMART and agreed by their parents/carers and ideally the child. It is the class teacher's responsibility to ensure that the paperwork is completed and reviewed.

Over time, support and interventions will be analysed to ensure that the intervention is having an impact on a child's progress. Intervention reports are in place to monitor the impact of work done with the child and monitoring tracks their progress. If over time a child does not make adequate progress we may request the support of other professionals to ask their advice of how best to meet a child's needs. If we do feel that it would be beneficial to involve other professionals we would always discuss this with the parents/ carers first. The SENCO manages the involvement of other services.

Criteria for exiting the SEND register

For many children Special Education Needs can be short term and with intervention at the appropriate point they may overcome their difficulties. If over time we feel that the child's needs are being met through the usual classroom adjustments we will discuss with parents removing them from the Special Needs Register.

Supporting Pupils and Families

At Shardlow Primary School we are committed to working closely with families to ensure that we best meet the needs of children. We will not discriminate against disabled children or children with special educational needs and we will take all reasonable steps to provide effective educational provision in line with Derbyshire County Council's admission policy. For a copy of the school's admissions policy please see the website or ask at the school office.

Derbyshire County Council produce a Local Offer which contains information about many of the services and resources available to families. This can be accessed through the internet at www.derbyshiresendlocaloffer.org. Parents are signposted to SENDIASS <http://www.derbyshireiass.co.uk> or <https://www.derbysendiass.org.uk> depending on their home address. We also encourage parents to make use of Derbyshire's Parent Partnership service who provide free and impartial advice. Their website can be accessed at <http://www.derbyshireparentpartnership.co.uk/contact.php> and their contact telephone number is 01629 533660.

The school produces a SEND Information Report which can be accessed through the website and copies can be requested from the school office.

If a child needs additional support with external tests such as SATs we apply for special dispensations as a school. This is usually arranged by the Head teacher or year 6 teacher.

At transition points, including starting school and transferring to secondary school we spend time with parents and children discussing the best way to make this transition as smooth as possible. This will often include us carrying out extra visits or arranging additional meetings.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. A Health Care Plan identifies their needs and treatment. Where appropriate, an Intimate Care Plan will be created with Parents. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and or Disabilities (SEND) and an Education, Health and Care (EHC) plan brings together health and social care needs, as well as their special educational provision ensuring the SEND Code of Practice (2015) is followed.

Monitoring and Evaluation of SEND

Provision for children with SEND is regularly monitored through classroom observations and learning walks, plus analysis of their results at Progress reviews. Paperwork is monitored termly. Parent's views and children's views are sought regularly.

Admission arrangements

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