



## Special Educational Needs & Disability (SEND) Policy

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Every teacher is a teacher of every child or young person, including those with SEND. As such, Tupton Primary School adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. All the staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

## What does SEND mean?

SEND means Special Educational Needs and Disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

a) has significantly greater difficulty in learning than the majority of children of the same age

or

b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority

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.

The area of special need will be identified as either:

**Communication and Interaction** (This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum).

**Cognition and Learning** (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

**Social, Mental and Emotional Health** (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).

**Sensory and/or Physical Needs** (This includes children with sensory, multi-sensory and physical difficulties).

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

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## I. Mission statement

*PRIDE in everything we do!*

At Tupton 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 celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum and Early Years Foundation Stage Curriculum in line with the Special Educational Needs Code of Practice.

Staff members seek to:

- **Identify the needs of pupils with SEND as early as possible.**

This is done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.**

Continuous monitoring of all pupils' progress supports class teachers and school leaders to quickly identify pupils presenting with SEND. .

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum and EYFS Curriculum.**

This will be co-ordinated by the SENCO, Headteacher and curriculum leaders. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Provide personal provision to help pupils to make the best possible progress.**

All teaching and support staff aim to provide Quality First Teaching for all pupils in the classroom. Alongside this, pupils with SEND have a pupil profile that outlines the additional support and/or adjustments needed in the classroom. When appropriate, pupils with SEND receive targeted interventions to support their development.

- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.**

This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.**

Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, SSEN, Physical and Sensory Impairment Service, Behaviour Support Service and Autism Outreach.

- **Create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and Playground Buddies in the playground.

- **To provide support and advice for all staff working with special educational needs pupils.**

The SENCO is available three half days per week to provide support, advice and links with outside agencies for class teachers and support staff. The SENCO meets formally with every class teacher once a term to review progress and provide support.

## **2. Responsibility for the coordination of provision for pupils with SEND.**

- Class teachers are responsible for pupil profiles, planning and delivering provision for pupils in their class with SEND.
- The person responsible for overseeing the provision for children with SEND is Katherine Richards, (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Holly Atkinson [SENCO].

## **3. Arrangements for coordinating SEN provision**

The SENCO will hold details of the SEND register and SEND records for individual pupils. All staff can access and may take a role in writing:

- The Tupton Primary and Nursery Academy SEND Policy
- SEND Register
- Guidance on identification of SEND in the Code of Practice · Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information available through Derbyshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

#### **4. Admission arrangements**

Please refer to the information contained in our admissions policy available at [www.tupton.derbyshire.sch.uk](http://www.tupton.derbyshire.sch.uk). 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.

#### **5. Provision for pupils with SEND.**

- **Identification**

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate, differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear individual pupil profiles and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners. Key assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

- **Quality First Teaching**

- a) Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) 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 SEND register. Any concerns will be discussed with parents informally or during parents evenings.

- **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school staff ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil 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, where appropriate the use of standardised assessments, details of previous progress and attainment, comparisons with 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 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. This information will be recorded on a Pupil Profile.

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.

## **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 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.

## **Additional Funding**

Please see the Derbyshire Local Offer for further information. If a pupil with SEND is not making progress with the resources available in school, an application for additional funding will be considered. Funding is sought to achieve focussed outcomes and reviewed regularly. Support provided by additional funding may include targeted intervention, specialist resources and focused classroom support.

Funding available by application includes;

- **Early Years Inclusion Funding** for pupils attending our nursery setting or pupils in their first term of reception who received this funding prior to entry.
- **Disability Access Funding** is for pupils in receipt of Disability Living Allowance.
- **GRIP Funding** 12 month funding for pupils in reception to year six
- **TAPS Funding** Temporary funding for two terms only for pupils at risk of exclusion.

## **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 decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- 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 group 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 or by speaking to an Education, Health and Care Plan Co-ordinator at Derbyshire County Council or by contacting the Parent Partnership Service

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, 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.

## **6. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **7. Supporting Children in School with Medical Conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 may have a Statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs / conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Individual Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014; the school policy is on the website.

## **8. Inclusion of pupils with SEND**

The Headteacher/SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly school progress meetings, Early Help Support and the Multi-Agency Team and Support Services for Special Educational Needs. Advice will be sought from Derbyshire County Council Behaviour Support for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

## **9. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, regular discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on provision maps, which are updated termly and when an intervention is changed. These are updated by the class teacher and monitored by the SENCO.

## **10. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

## **11. Staff training**

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 SENCO attends relevant SEND courses, co-leads the Academy Trust SENCO network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **12. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. With parental consent, sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. We seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO supports colleagues to access support from the following agencies:

- Derbyshire Education Psychology Service
- Behaviour Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- School Nurse and School Doctor Service
- Physiotherapy and Occupational Therapy
- Physical Impairment Support Service
- Support Service for Special Educational Needs (SSSEN)
- Autism Outreach
- Visual Impairment Support Service
- Hearing Impairment Support Service
- Positive 4 Young People (P4YP)
- The Elm Foundation
- CRUISE Derbyshire

### **13. Working in partnerships with parents**

Tupton Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. 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. The school's SEND Governor may be contacted at any time in relation to SEND matters.