

SOUTH DARLEY C.E.  
PRIMARY SCHOOL



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# SOUTH DARLEY C of E PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

<b>Person/Committee responsible for reviewing/updating this plan</b>	Standards & Achievement
<b>Policy Number</b>	100
<b>Date First Issued</b>	26.09.16
<b>Date of Next Review</b>	Term 4 2020

<b>Date of Review</b>	<b>Governors Meeting Reference Number</b>	<b>Approved by (name)</b>	<b>Comments</b>
26/09/16	FGB26092016.17.1	A Jordan	
13.03.17	FGB13032017.13	K Dean	
01.10.18	FGB01102018.26.10	K Dean	
19.03.19	S&ASC19032019.5.1.1	E Wood	

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (as of June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England KS1 and KS2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

### **Information**

The named person who is responsible for managing the SEND provision at South Darley Primary School (SENDCO) is Jennie Gill.

Jennie can be contacted through the school office on 01629 732240 or via email at [office@southdarley.derbyshire.sch.uk](mailto:office@southdarley.derbyshire.sch.uk)

The named governor for SEND is Kevin Dean. He can also be contacted through school on the above number.

A school information report is shared with parents and carers and is published on our school website.

Every teacher is a teacher of every child at South Darley Primary School, including those with SEND. As such, South Darley Primary School adopts a 'whole school approach' to special educational needs and disabilities which involves all staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all the children in their care in a wholly inclusive environment.

### **Objectives**

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for educational needs.
4. To provide a Special Educational needs and Disabilities co-ordinator (SENDCO) who will work with the SEND Policy.
5. To provide support and advice for all staff work with special educational needs pupils.
6. To work closely with other local schools to share resources and expertise.

### **Definition of Special Educational Needs, what does SEND mean?**

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which requires special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age.  
or
- 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.

The area of special need will be identified across four main areas:

**Communication and Interaction** This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, 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, dyspraxia and dysgraphia.

**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 an SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN, but may have an impact on a child's wellbeing, progress and attainment and school would be mindful of these:

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

### **Identification of Pupils' needs**

All of 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 Education Plans (IEPs), where necessary, are put in place and reviewed at regular intervals. A range of carefully tailored interventions are employed, developed and reviewed to ensure maximum progress and impact for our children. Key assessments are carried out half termly to ensure that the children are on track to meet targets and planning accurately addresses needs. This process of assessing, planning, doing and reviewing is continuous.

## **GRADUATED RESPONSE for INDIVIDUAL PUPIL (GRIP) FUNDING**

In 2015, the government introduced a new initiative under the special educational needs and disabilities reforms. This allows schools to access higher level need funding without the necessity to request an Education Health and Care Plan for pupils with significant barriers to learning. GRIP is aimed at pupils whose educational needs do not bridge health and care criteria. GRIP may give schools the opportunity to access specialist services, such as SSEN (Support Service for Special Educational Needs) for pupils at this stage and give an earlier opportunity to reduce barriers to learning for pupils. If an application is successful schools will receive GRIP funding straight away, without the 20-week assessment period for an Education, Health and Care Needs Assessment (EHCNA). The GRIP lasts for a period of one year and, at the review, the school can apply for another year at the same level of funding, at a higher or lower level, or if the difficulties the child is experiencing are significantly improved, the plan can cease. If the child's difficulties are reassessed as lifelong and needing health and care elements, an EHC plan can be applied for.

If it is agreed that a pupil may be able to access GRIP, the school SENDCO will be able to submit documentation directly to show that a pupil's needs and barriers to learning require additional funding about the resources normally available to them. School will endeavour to work with parents and other agencies at all times during this process.

Further information relating to the GRIP funding can be found at <http://localofer.derbyshire.gov.uk/gettingsupport/grip/>

## **A GRADUATED RESPONSE TO SEND**

### **STEP ONE**

#### **QUALITY FIRST TEACHING**

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as *possibly* having an SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties or barriers to learning.
3. The child's class teacher will take steps to provide further differentiated learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that is applied.
4. Staff will consult the SENDCO as needed for support and advice. It may be appropriate for further assessments or observations of the child to be carried out.
5. Through points (2) and (4) it can be determined what provision the child will need to assist their learning and move them forward appropriately.
6. If a child is removed from the SEN register they may fall into this category as continued monitoring may be necessary.
7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school.

8. The child is recorded by the school as being monitored due to concerns being expressed by a parent or teacher but this does not automatically place the child on the school SEN register. Any concerns will be discussed informally or during regular parents' evenings.
9. Parents' evenings are used to monitor and assess the progress being made by the children.

## **STEP 2 SEN SUPPORT**

Where it is determined that a pupil does have a special educational need, it will be discussed with parents and the children will be added to the school SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support consists of a four part process;

- Assess
- Plan
- Do
- Review

This on-going cycle enables provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of the most effective interventions in supporting pupils to achieve good progress and outcomes.

## **ASSESS**

- Analyse the pupil's needs using the class teacher's assessment, experiences of working with the pupil, additional assessment, details of previous progress and attainment, comparisons with peers and views of parents, pupils and relevant outside agencies.
- Parental concerns will be noted and discussed.
- Regular reviews to ensure support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate.
- Share information with external agencies. Where they are not involved they may be contacted following parental agreement.

## **PLAN**

- Planning for SEN children will involve consultation between the teacher and the SENDCO and are shared with parents to agree on any interventions and support required; the impact on progress, development and/or behaviour that is expected and a clear date for review.

- All staff working with the pupil will be informed of their individual needs (including medical), strategies that the child responds to and any intervention programmes in place.

## **DO**

- The Class Teacher remains responsible for working with the child on a day to day basis. Class Teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of support.
- Additional support and assessments of a pupils needs will be provided by the SENDCO who will seek advice from additional agencies where appropriate.

## **REVIEW**

- A child's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly.
- The child's views and where necessary the parents' views will be taken into account. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with the child and parents.

## **Step 3**

### **REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHC plan)**

- If a child has lifelong or complex 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 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Teachers/SENDCO
- Parents
- Social Care
- Educational Psychologists/Clinical Psychologist (if appropriate)
- Health Professionals- CAMHS, School Health, Paediatricians

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health and social care about whether 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 be found via the SEND Local Offer at [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

## **EDUCATION, HEALTH AND CARE PLAN (EHC)**

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.
2. 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.
3. 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 EHC plan will also 'move' with the child. The annual review (Child Centred Review) enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place. For example, reducing or increasing support/amending objectives.

## **THE LOCAL OFFER**

The SEND Local Offer is a resource which is designed to support families 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 in Derbyshire 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.

More information can be found on: [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

## **INCLUSION OF ALL PUPILS WITH SEN/D**

The Head teacher and SENDCO oversee the school's inclusion agenda and are responsible for ensuring that the curriculum promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice about individual children with external agencies when appropriate.

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC Plans and those without.

## **LINKS WITH SUPPORT SERVICES**

The school has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEN provision at our school.

Support services include:

- Educational Psychology
- Health- school nurse, paediatricians, clinical psychologists
- CAMHS- (Child, Adolescent and Mental Health Service)

- Speech and Language Therapists
- Teachers for the visually, physically impaired
- Physiotherapists, Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs (SSSEN)
- Specialist Outreach Services- Autism Outreach
- Social Services
- Multi Agency Teams

## **LINKS WITH OTHER LOCAL SCHOOLS**

The school has strong working relationships with the other primary and secondary schools in our local cluster. We meet regularly to share recent updates and to support provision for children across these schools. That may include sharing training opportunities, SEND resources or staff expertise.

## **WORKING IN PARTNERSHIP WITH PARENTS/CARERS**

South Darley Primary School believes that a close working partnership with parents/carers is vital to ensure that:

- Information is shared with everyone
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- Continuing social, emotional and academic progress of children with SEN
- Personal and academic targets are set and effectively met

## **SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils with medical conditions should be appropriately supported so that they have full access to education, including school visits 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 an existing Statement (replaced by the EHCP), 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 pupil's specific medical needs/conditions. Meetings are held with parents and/or relevant medical professionals when necessary and any staff administering medication are regularly trained. We work in accordance with Supporting Pupils at School with Medical Conditions published by the DfE in April 2014.

## **ACCESSIBILITY**

The layout of the school facilitates access for all adults and children with disabilities. Doors are sufficiently wide enough for wheelchair access and there is disabled toilet access. However, the school is on a sloping site which has ramp access from outside to all ground floor rooms but two steps between classrooms on the inside of the building.



## **COMPLAINTS PROCEDURE**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should speak to their child's teacher in the first instance. An appointment can be made with the Head teacher or SENDCO who will be able to advise on formal procedures for making a complaint. The Complaints Policy is on the website.

## **EVALUATING SUCCESS**

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupil's IEP progress reviews and /or annual reviews for EHC Plans. In addition, evidence will be gathered regarding:

- Academic progress of pupils with SEN
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback/pupil feedback
- Staff awareness of needs