

# Whitwell Primary School



# Special Educational Needs, Disabilities & Inclusion Policy

Adopted by the Governing Board on **05.12.2024**

Signed \_\_\_\_\_

Chair

Date	Author	Any changes made?
24.05.2018	SLT	<i>Updated guidance document dates and references. Inclusion of GRIP Funding.</i>
01.12.2020	SENDCo	<i>Added statement on Early Years Inclusion Funding.</i>
01.12.2021	SENDCo	<i>No changes needed.</i>
08.12.2022	SENDCo	<i>No changes needed.</i>
07.12.2023	SENDCo	<i>P2 Objective added; P5 Grip changed to Inclusion funding; P7 new statement</i>
05.12.2024	SENCo	<i>Updated to include new DCC structure and with further details for SEMH.</i>

## **Background**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Children at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Child Protection & Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

## **Mission Statement**

Whitwell Primary School believes that all children are entitled to have their individual needs appropriately supported in order to participate fully in school life. We will endeavour to cater for the diverse needs of all children, including children with special needs and/or disabilities, by removing barriers to participation and learning so that the potential of all children is realised. We are committed to providing inclusive education. We value diversity and seek to support each pupil, together with their family and carers, in order for them to reach their full potential.

Every teacher is a teacher of every pupil, including those with special educational needs and/or disability. As such, we adopt a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The school staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

## **Objectives**

- To identify and provide for children who have special educational needs and/or additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy
- To provide support and advice for all staff working with children with a special educational need and/or a disability
- To work collaboratively with parents and pupils to achieve the best outcomes for all.

## **What does SEND mean?**

SEND stands for 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 pupil has:

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

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. The area of Special Educational Need (SEN) will be identified as one or more of the following: communication and interaction; cognition and learning; social, mental and emotional health; sensory and/or physical needs. Behavioural issues do not necessarily mean a pupil has a special educational need and does not always lead to a pupil being registered as having a special educational need.

**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, have attachment issues or anxiety, are disruptive, hyperactive or struggle to concentrate and engage with learning in a standard classroom environment.

**Sensory and/or physical needs** - This includes children with sensory, multi-sensory and physical difficulties.

It is important to note that not all disabilities and additional needs are visible.

The following are not considered to be SEN, but they may impact on a pupil's 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 Pupil
- Having a parent who is currently serving in the armed forces.

### **Identification of Children's Needs**

At Whitwell Primary School all of our children are treated as individuals and are supported by their class teacher and other support staff. Teachers ensure that high quality planning, assessment and adaptive teaching styles ensure that the needs of all learners are met on a day-to-day basis and clear targets and assessments are planned and reviewed regularly. Progress, targets and plans are evaluated with the children to inform their next steps.

The school has a system in place to observe, assess and record the progress of all children to identify those who are not progressing satisfactorily and who may have additional needs. The school uses appropriate screening and assessment tools to ascertain pupil progress through:

- Baseline assessment results
- Pupil progress in relation to objectives in the revised National Curriculum
- Evidence obtained by teacher observations and assessment
- Standardised screening or assessment tools
- Observations of behavioural, emotional and social development
- Assessments by a specialist service such as Educational Psychology

Early identification of children with SEN is a priority. We use a graduated approach to addressing children's needs, including assessing, actions and interventions.

In Foundation Stage One, Early Years Inclusion Funding can be accessed in order to provide the support needed in nursery for those with emerging SEN needs or severe needs that need immediate intervention and support.

### **A Graduated Approach to SEN Support** - Quality First Teaching

1. Any children 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 SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The pupil's class teacher will take steps to provide adapted learning opportunities that will support the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied. This will be completed using Provision Mapping throughout the school.
4. Staff will consult the SENCo as needed for support and advice. It may be appropriate to observe the pupil in class.

5. Through points (2) and (4) it can be determined which level of provision the pupil will need to move them forward.
6. If a pupil has been recently removed from the SEN record, they may also fall into this category as continued monitoring will 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 pupil is recorded by the school as being monitored due to concern by a parent or teacher, but this does not automatically place the pupil on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
9. Parents' evenings are used to monitor and assess the progress being made by the children.

### **SEN Support**

Where it is determined that a pupil does have SEN, it will be discussed with parents and the pupil will be added to the 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 provided consists of a four-part process: Assess, Plan, Do, Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions put in place as the pupil's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. A pupil's needs are also identified through class Provision Mapping.

### **ASSESS**

- Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, children and outside agencies.
- Any parental concerns will be noted and discussed.
- Regular reviews 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 appropriate
- Share information with external agencies. Where they are not involved, they may be contacted, if this is felt to be appropriate, following agreement from parents.

### **PLAN**

- Planning will involve consultation between the teachers, SENCO and shared with parents to agree the interventions and support that are 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 pupil responds to and intervention programmes in place

### **DO**

- The class teacher remains responsible for working with the pupil 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 the support. An Individual Education Plan (IEP) noting the interventions may be written at this point or actions will be recorded on a provision map.
- Additional support and assessment of a pupil's needs will be provided by the SENCO. The SENCO will seek advice from external agencies if appropriate. Based on the results of previous assessments the actions could include:
  - Deployment of extra staff to work with the pupil.
  - Provision of alternative learning materials/special equipment.
  - Group support in class.
  - Provision of additional adult time in devising interventions and monitoring their effectiveness.
  - Staff development/training to undertake more effective strategies.
  - Access to Local Authority support services for advice on strategies, equipment or staff training.

## REVIEW

- A pupil'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.
- A pupil's views and the parents' views will be taken into account. 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 the parents and the pupil.

As part of SEN support for a child, we may feel it necessary to apply for Inclusion Funding - Derbyshire's approach to securing funding for individual Pupils in a timely manner. This initiative is for pupils with **significant** special educational needs in mainstream primary and secondary schools. This funding is supplied in order to provide a positive and inclusive environment in which all with additional needs can thrive.

School has access to an Inclusion Support Advisory Teacher (ISAT) to support, guide and advise the best way forward for individuals. They are there to work alongside staff and parents and provide an early opportunity to reduce barriers to learning before considering an application for an EHCP.

## **Education, Health and Care Plans (EHCP)**

If a pupil 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 pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an EHC Plan will combine information from a variety of sources including:

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

Information will be gathered relating to the current provision provided, the impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health, social care about whether the pupil is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the pupil's needs cannot be met by the support that is ordinarily available. The school, pupil's parents and other professionals who support the pupil will be involved in developing and producing the plan.

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.

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 pupil. 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 levels of support / amending objectives.

Further information about EHC Plans can be found at [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND) or

[www.derbyshire.gov.uk/education/schools/special\\_educational\\_needs/sen\\_disability\\_reforms/support\\_and\\_planning/default.asp](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/sen_disability_reforms/support_and_planning/default.asp).

Parents and carers are encouraged to make use of Derbyshire's Information Advice & Support Service for SEND which provides free and impartial advice at [www.derbyshireiass.co.uk](http://www.derbyshireiass.co.uk) or on 01629 533668.

## **What is the SEND Local Offer?**

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 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 at [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND).

### **Inclusion of Children with SEN**

The Headteacher and the SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout school. The school curriculum is reviewed to ensure that it promotes the inclusion of all children. This includes learning outside the classroom. The school will seek advice from external agencies about individual children when appropriate. The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN and those with, or without, an Education, Health and Care Plan.

### **Links with Support Services**

The school has a strong working relationship and links with external support services in order to fully support our SEN children 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 and physically impaired
- Physiotherapists, Occupational Therapists
- ISAT (Inclusion Support Advisory Teacher)
- IRAT (Inclusion Response Advisory Teacher)
- Social Services
- Multi Agency Teams

### **Working in Partnership with Parents and Carers**

Whitwell Primary School believes in developing a strong partnership with all parents and carers to enable children to achieve their potential. We recognise that parents and carers have a unique overview of their child's needs and how best to support them and this gives them a key role in the partnership. Actions to support this partnership include:

- Parent consultation meetings are held twice-yearly to discuss concerns and progress. In addition, parents are encouraged to make further appointments with class teachers if and when concerns arise.
- Where a pupil has an IEP, a review meeting will be held termly to which parents and carers will be invited. We will always try to make sure that the pupil's strengths, as well as difficulties, are discussed and parents will be invited to contribute their views. Depending upon age and appropriateness, pupils with SEN will be encouraged to participate in any decision-making affecting them.
- As part of the review process, we will make suggestions for supporting learning at home, which may include the provision of materials.
- We will endeavour to ensure that parents and carers leave the meeting clear about any action to be taken and the way in which targets will be monitored and reviewed. Following the meeting, parents and carers will be provided with a copy of the IEP and any minutes of the review.
- In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs.

### **Transition/Admission Arrangements**

- When a pupil moves to a new year group, information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also passed on to the next teacher.
- When a pupil moves school or transfers to secondary school, school staff liaise with each other and share information, records are transferred, and additional transition visits are set up for individual children if appropriate.

- When children are admitted from other schools, any relevant information which is received is passed to the class teacher(s); if there is an SEN issue, the SENCo will telephone the previous school to discuss the pupil's needs further.
- The SENCo is responsible for ensuring that SEN children can access KS1, KS2 SATs and other assessments that take place during the school year.

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

The school recognises that children 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 of SEN, or an 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 children with their specific medical needs and conditions. Meetings are held between parents, and the relevant medical professionals, where appropriate EHC plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Children at School with Medical Conditions published by the DFE in April 2014 (see the school's Administration of Medicine Policy).

### **Roles and Responsibilities**

#### **The Special Educational Needs Coordinator**

The SENCo at Whitwell Primary School is Laura Brown. The SENCo takes day-to-day responsibility for the operation of the SEND Policy and the coordination of the provision made for children with special educational needs. The responsibilities of the primary school SENCo are as follows:

- Overseeing the day-to-day operation of the school's SEND policy.
- Keeping the school's inclusion register up-to-date and ensuring all staff are aware of the children on it and their specific needs.
- Coordinating provision for children with special needs and/or disabilities.
- Liaising with and giving advice to colleagues.
- Overseeing the administration of records of children with SEN and/or disabilities.
- Contributing to the in-service training of staff.
- Liaising with parents/carers and relevant external services.
- Writing and submitting bids for additional funding from the LA for pupils with exceptional needs.
- Disseminating to appropriate staff any information on the special needs of pupils that is gathered at the initial admission interview or via transfer of records.
- Ensuring information on a pupil's special educational needs is passed on to receiving schools.
- Initiating Annual Reviews for children with an EHC Plan.

#### **The Governing Board**

The Governing Board has important duties and responsibilities when considering children with Special Educational Needs:

- The Governing Board, with the Headteacher and the SENCo, formulate the SEND Policy.
- The Governing Board will appoint a named governor with responsibility for SEND on an annual basis.
- It is the responsibility of the named governor for SEND to oversee the school's provision for special educational needs and disability.

#### **The Class Teacher**

Every teacher is a teacher of Special Educational Needs. The role of all class teachers is:

- To provide a broad and balanced curriculum which is in line with the requirements of the EYFS Curriculum or the revised National Curriculum
- To differentiate the curriculum to meet the learning needs of all children, including those with Special Educational Needs.

- To identify children who have Special Educational Needs.
- To formulate IEPs and/or record actions on a provision map.
- To take account of IEPs and provision maps during the planning and delivery of lessons.
- To monitor, record, review and evaluate the progress of children with Special Educational Needs and to take account of their views during the process.
- To use appropriate tracking methods, such as the pre-key stage tracking documents.
- To write reports as part of the assessment towards the formulation of an Educational and Health Care Plan and as part of the Annual Review process.
- To liaise with parents and carers, support staff and the SENCo

### **The Teaching Assistant**

- To be involved in the assessment of children who are moving to School Support.
- To contribute to the formulation of IEPs and actions on a provision map.
- To implement the support identified on the IEP or provision map and with other support strategies in place for children with Special Educational Needs, under the direction of the class teacher and the SENCo.
- To monitor, record and evaluate the progress of children with Special Educational Needs and to take account of the children's views in this process.
- To support and encourage the children to record their views when an IEP or provision map is being reviewed or for an Annual Review.
- To be involved in the IEP meetings and the Annual Review process for children with an ECH Plan.
- To liaise with teachers, parents and the SENCo.

### **Accessibility**

The school is fully compliant with the requirements of the Disability & Discrimination Act. The school is on a split-level with an external, covered ramp. There are two designated disabled toilets, one on each level. We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. Extra-curricular activities, including residential trips, are accessible for children with SEN.

### **Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their pupil, an appointment can be made with the Headteacher or the SENCo, who will be able to give advice on the formal complaints procedure.

### **SEND Policy Review**

The content of this policy reflects the SEND Code of Practice 2014, 0-25 guidance. It will be reviewed regularly. At Whitwell Primary School we consider the SEND & Inclusion Policy to be important and, in conjunction with the Governing Board, we undertake a thorough review of both policy and practice every two years. The outcomes of this review are used to inform the School Improvement Plan.

This policy should be read in conjunction with:

- Pupil Protection & Safeguarding Policy
- Separated Parents Policy
- Children Missing from Education Policy
- Code of Conduct for Staff
- Online Safety Policy
- Domestic Abuse Guidance
- Anti-Bullying Policy
- Looked After Children Policy
- Tackling Extremism & Radicalisation 2015
- Accessibility Plan