

Stretton Handley Church of England (VC) Primary School



Special Educational Needs and/or Disability (SEND) Policy

Statutory Policy	Yes
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Reviewed by	Louise Nicholson
Approved By	Governing body

Coverage	School	Yes
Published to	School Website	Yes
	Staff Area	Yes

Date of update	Changes made	Governor minute
January 2024	Names of key people, reorganised stages of SEN register	

Special Educational Needs and/or Disability (SEND) Policy

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning.”

NASEN: Mission Statement (Association for Special Educational Needs)

This policy outlines the nature and management of Special Educational Needs at Stretton Handley Church of England (VC) Primary School. We believe that every teacher is a teacher of every child including those with SEND.

The policy reflects the [SEND Code of Practice, 0-25 guidance \(2015\)](#), has been discussed and agreed by staff and approved by the Governing Body. It is available for parents and carers to access on the school website: www.strettonhandley.derbyshire.sch.uk

The implementation of this policy is the responsibility of the Headteacher, SENDCO and all teaching and classroom support staff.

Introducing the SENDCo (Special Educational Needs and/or Disabilities Coordinator)

The SENDCo for Stretton Handley CE (VC) Primary School is **Mrs Louise Nicholson**.

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The SENDCo has completed the National Award for SEND Coordination at Wolverhampton University and has had experience with working with many outside agencies to support children in school with additional needs.

The named governor for SEND is **Mrs Fran Roberts**

Mission Statement

Stretton Handley CE (VC) Primary School is committed to providing an appropriate and high-quality education for all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them and to be fully included in all aspects of school life. We also believe that meeting every pupil's needs is a shared responsibility and that parents should work in partnership with the school to support children to reach their potential.

What are special educational needs?

A child or young person has special educational needs if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her. A learning difficulty or disability is a significantly greater difficulty in learning than most others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014.)

This SEND policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs. Children at Stretton Handley CE (VC) Primary School can be on varying stages within our provision for SEND.

The Children's and Families Act (2014) defines Special Educational Needs (SEN) as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability of health condition which prevents or hinders them from making use of the educational facilities of a kind provided for others of the same age in a mainstream school.

According to the Children and Families Act 2014 there are four broad areas of need. These are:

- **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, multisensory, and physical difficulties.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Updated 2019)
- SEND Code of Practice 0 – 25 (May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (Sept 2014)
- Safeguarding/ Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012

Aims

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, one in which all pupils can thrive by paying attention to these specific areas:

- identifying at an early age, individuals who need extra help and attention.
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular
- enabling each pupil to partake in, and contribute fully, to school life.
- endeavouring to meet the individual needs of each child.
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, Sensitive, and secure environment to ensure the most effective learning for all children.
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND.
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs.
- ensuring access to a range of resources to support staff in their teaching of children with SEND.
- including the views of the child in monitoring and reviewing individual support plans

Objectives

- identify and provide for pupils who have special educational needs and additional needs.
- work within the guidance provide in the SEND Code of Practice, 2015
- operate a "whole pupil, whole school" approach to the management

- and provision of support for special educational needs.
- have a designated Special Educational Needs Co-ordinator (SENDCO)
- provide support and advice for all staff working with special educational needs pupils.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENDCo and individual teachers to ensure all children have equal access to succeeding in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate, and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, and literacy.
- planning to develop children's understanding using all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The following areas of difficulty do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND:

- *Behavioural difficulties*
- *Slow progress and low attainment*
- *Disruptive or withdrawn behaviours*

Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 (Updated 2019) – that is ‘...a *physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass, or victimise disabled children and young people.
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school’s Equality Policy and objectives and the Accessibility Plan are available on the school website.

SEND Stage Procedures

We maintain a school register of all pupils placed within the SEND Stage Procedure. The register is updated every half term to show changes in pupil placement.

There are three stages on the SEND register:

1. Monitor
2. SEND support.
3. EHCP

A Graduated Approach to SEND Support

At Stretton Handley CE (VC) Primary School, we adopt a “quality first teaching” approach. The key characteristics of high-quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling, and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.

- an expectation that pupils will accept responsibility for their own learning and work independently.
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through the School Improvement Monitoring Cycle. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Teachers make regular assessments of progress for all pupils through termly assessment points and from this personalised provision maps are designed for each child. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

The first response to such progress should be high quality teaching and intervention targeted at the child's area of weakness, this will be highlighted on the child's provision map.

The response can also include targeting areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review, and more specialist expertise in successive cycles to match interventions to the SEND of children and young people.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to a conclusion that the pupil requires help over and above that which is normally

available within the particular class or subject. Stretton Handley CE (VC) Primary School takes seriously any concerns raised by a parent. These are recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with school to help inform the assessments. Where professionals are not already working with school staff, the SENDCO will contact them, with parental permission. These may include:

- Education Psychology Service (EPS)
- Behaviour Support Service (BSS)
- Specialist SEND Support (SSSEN)
- Social Care
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Physiotherapist
- School Health Service
- Children and Adolescence Mental Health Service (CAMHS)

SEND Support

Reasons for a child needing **SEND support**, may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing English or Maths skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- has communication and/or interaction difficulties and continues to make little or no progress.

Once a child has been monitored and assessed, the class teacher and SENDCO will consult with parents and, if appropriate, relevant outside agencies to seek advice, assessment and/or support.

The SENDCO and class teacher may be provided with advice and resources to support the child from outside specialists. Resources could include additional teaching time, classroom assistance, new strategies, or teaching aides. An IEP (Individual Education Plan) is drawn up and implemented by school, agency staff, parents, and the pupil.

Children will also work with the SENDCO to create a 'One Page Profile' which is a guide to all staff working with the child. School and agency staff (with parent and pupil where possible) then review and record progress at least every three months at an IEP Review Meeting.

Additional funding may be sought for individual pupils through inclusion funding.

If progress is being made, the pupil may remain SEN Support with a new IEP, or they may return to the 'monitoring' list if the criteria are met. If progress is unsatisfactory, the strategies used in the IEP should be reviewed and further advice may be sought.

Individual Education Plan (IEPs) and One Page Profiles

Strategies employed to enable the child to progress will be recorded within an IEP (Individual Education Plan) which will include information about:

- the short-term targets set for the child.
- the teaching strategies to be used, including who will help them.
- the provision to be put in place and when this will take place.
- the progress towards the targets and the review date.
- what the child is good at and finds difficult.

All children will have a One Page Profile as well as an IEP. A One Page Profile is written in collaboration with the child and contains child-friendly language all about what helps them to learn and what we can do to help to remove their barriers to learning in school.

A One Page Profile will include the following information:

- child friendly language
- the child's likes and dislikes.
- examples of things that help a child to learn.
- examples of things that do not help to learn.
- what a child needs from school
- an overview of the child

School Request for Education Health and Care Plans

A request will be made by the school to the LA (local authority) if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs, including any other action taken to deal with those needs and any resources or special arrangements.

The evidence will include:

- previous individual education plans and targets for the pupil
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- education and other assessments, for example from an advisory

- specialist support teacher or educational psychologist
- views of the parents and child

The parents of any child who is referred for an Education Health and Care Plan will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan will have their plan reviewed annually. Further meetings will be arranged throughout the year. When this coincides with transfer to secondary schools, the SENDCo from the secondary school will be invited to attend the meeting and be informed of the outcome of the review.

Parental Involvement

At Stretton Hanley CE (VC) Primary School, we believe that our partnership with the parents is of vital importance. Parental anxieties can be eased through good communication with the school. The parent can then appreciate what the school is trying to do and can support and extend work being done in school by a variety of methods. The school will always ensure that parents are kept aware of the progress of their child through all stages of the special educational need's procedure.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school's website contains details of our special educational needs and disability information report, including the arrangements made for children in our school, along with information on the Derbyshire County Council Local offer. Communication with the school will include short meetings before or after school with the parents; parents' evenings; telephone conversations, notes sent home in the Reading Diary or Home/School Diaries (if applicable), involvement in IEP reviews, SEND Reviews and Annual EHCP Review.

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The governing body, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND.
- all staff are aware of the need to identify and provide for pupils with SEND.
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- parents are notified if the school decides to make SEND provision for their child.

- they are fully informed about SEND issues, so that they can play a major part in school self- review.
- they set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

A governor with responsibility for SEND is appointed. This is **Mrs Fran Roberts.**

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues.
- working closely with the SENDCO
- the deployment of all special educational need's personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school.

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy.
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted.
- consulting with and advising other school staff.
- helping staff to identify pupils with special educational needs.
- supporting class teachers in devising strategies, drawing up individual support plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- consulting closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- consulting with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- maintaining the school's SEND register and records.
- assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information, e.g. class-based assessments/records, SATs, etc.
- the in-service training of staff
- consulting with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- taking part in county SEND moderation.

The SENDCo at Stretton Handley CE (VC) Primary School is Mrs Nicholson

Class teachers are responsible for:

- Providing high 'quality first teaching' for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions, and support to match the outcomes identified for the pupil

(in liaison with the SENDCO, parents and pupil)

- Regularly reviewing the impact of these adjustments, interventions, and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child daily
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly consulting with parents of children with SEND

TLAs (Teaching and Learning assistants) should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- TLAs work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play a vital role in implementing individual support plans and monitoring progress.

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. 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 (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The Medical Conditions Policy is available in school.

Training and resources

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The school's SENDCO will attend SSEN network meetings to keep up to date with local and national updates in SEND.

Storing and managing information

Documents relating to pupils on the SEND register will be stored in their Pupil Profile, which are stored by the SENDCO. SEND records will be passed on to a child's next setting when he or she leaves Stretton Handley.

Review

The Head teacher and teaching staff will review this policy in Spring 2025 or when

there are changes in legislation. Any amendments will be presented to the Governing Body for approval.

