



## Special Educational Needs and Disabilities (SEND) Policy

### 1. Rationale, vision and values

This policy outlines the identification, organisation and management of children with additional needs at Firfield Primary School. Children with additional needs are those whose learning is affected by any additional factor, including physical needs, social, emotional and mental health. The policy for additional needs is in keeping with the school's aims for teaching and learning and the vision, values and school rules.

Our school vision is to empower everyone to be brilliant every day, releasing their inner superhero so that they can flourish and thrive. Our values and school rules (Ready, Respectful and Safe) are shown below.



Children with additional needs are not viewed as separate but as part of the whole school. We recognise and value the experiences that all children bring to the school and the contribution that they make.

Children may have additional needs either, throughout, or at any time during, their school life. All of our children, including those identified as having additional needs, receive a curriculum relevant to their needs and ability and which fulfils the requirements of the National Curriculum and the Code of Practice for children with Special Educational Needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs within a broad and balanced, creative curriculum.

This policy should be read alongside the school's Special Educational Needs and Disabilities Information Report. This report is updated annually in September of each year. An Inclusion Statement can also be found on the school's website.

## **2. Aims and objectives**

The aims of this policy are:

- to ensure that our school fully implements national legislation and guidance regarding pupils with SEND
- to create an environment that meets the needs of every child
- to ensure that any additional needs of children are identified, assessed and provided for
- to identify the roles and responsibilities of staff in providing for children's additional needs and make sure the SEND policy is understood and implemented consistently by staff
- to enable all children to have full access to all the elements of the school's knowledge -rich curriculum
- help children with SEND fulfil their aspirations and achieve their best
- help pupils with SEND become confident individuals living fulfilling lives
- to make clear the expectations of all partners and services in the process
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.

## **3. Legislation and guidance**

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

## **4. Inclusion and Equal Opportunities**

All children have an entitlement to a broad and balanced curriculum, which is adapted and mirrored to enable children to:

- understand the relevance and purpose of learning challenges;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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

- have different educational, physical, emotional and social 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 the children's needs by:

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

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation outside of the classroom.

## **5. Definitions**

### **5.1 Special educational needs**

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **5.2 Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### **5.3 The 4 areas of need**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>➤ Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>➤ Moderate learning difficulties</li> <li>➤ Severe learning difficulties</li> <li>➤ Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>➤ Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>➤ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>➤ Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>➤ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>➤ A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **6. Roles and Responsibility**

### **6.1 The SENDCo**

**Miss Lauren Trigg** is responsible for co-ordinating the SEND provision at Firfield Primary School. In our school, the Inclusion Manager (SENDCo):

- manages the day-to-day operation of the policy
- co-ordinates the provisions for and manages the responses to children's additional needs
- supports and advises colleagues including leading professional development for SEND
- maintains the school's SEND register
- contributes to and manages the records of all children with additional needs
- manages the school-based assessments and completes the documentation required by outside agencies and the LEA
- acts as the link with parents of children with additional needs
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- acts as link with external agencies and other support agencies
- completes referrals to outside agencies as needed
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- monitors and evaluates the provision and reports to the governing body
- manages a range of resources, human and material, linked to children with additional needs
- Inform any parents or carers that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

### **6.2 The Inclusion Manager:**

- closely monitors the movement of children with additional needs in school
- provides staff and governors with regular summaries of the progress of children with additional needs
- is involved in supporting teachers in drawing up both class and individual provision maps (IPMs), taking all needs into account
- has regular contact with outside agencies to discuss and evaluate the changing needs of pupils
- makes observations of teaching staff to ensure the most appropriate learning environment is being provided for all children, most specifically, those with additional needs

### 6.3 The Role of the Governing Body

The governing body is kept informed about the school's provision for children with additional needs and the number of children on roll at termly governors' meetings. The governing body nominates a member to be the named governor of Special Educational Needs. For academic year 2024-2025, this is Prof. Samantha Johnson. This member of the governing body will meet more frequently with the Inclusion Manager to discuss matters arising.

The governors consult the Local Authority and other schools, when appropriate, on the success of the school's policy for children with additional needs. The governing body has decided that all children will be admitted to the school in line with the school's agreed admissions policy.

Individual transition plans will be made for children who are considered to need this. This is done through liaison with prospective parents and nursery settings to ensure the needs of all children can be met from the outset.

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

### 6.4 The SEND link governor

The SEND link governor is **Prof. Samantha Johnson**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## 6.5 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## **6.7 Partnership with parents**

Our policy for additional needs can be viewed on our school website. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes and feelings of pupils and parents and encourage parents to make an active contribution to their child's education.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress.

## **6.8 Pupil Participation**

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years recognises the importance of children developing social, as well as educational, skills.

Children are involved at an appropriate level in setting targets in their Individual Provision Maps. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Individual Provision Maps, should a child with SEND need one, are reviewed at least three times a year. Parents have the opportunity to review their child's targets and set new targets with the class teacher. Meetings are held to share the progress and new targets of individual children.

Parents are fully involved in the statutory Annual Review process for children with an Education, Health and Care Plan or those in receipt of shorter-term Inclusion Panel funding. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education and well-being of children with additional needs.

## **7. Assessment**

Teachers use a range of strategies to meet children's additional needs. Lessons have clear learning objectives; we adapt work appropriately, and we use assessment to inform the next stage of learning. If learning is of a pre-key stage level, Formative Footprints will be used to make assessments and track progress.

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. A Record of Concern is written at this stage and passed on to the Inclusion Manager. The class teacher and the Inclusion Manager assess and monitor the children's progress in-line with the existing school practices. The Inclusion Manager works closely with parents and teachers to plan an appropriate programme of intervention and support which is recorded on the class provision map.

The assessment of the children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the Inclusion Manager can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.



The 2001 Education Act instructs school to distinguish between the different stages of assessment. The school adopts a three-stage code of practice to respond to the children's additional needs:

- **Wave 1** – Is short, temporary support to move learning on. Booster groups, 1:1 support for specific areas of learning
- **Wave 2** – Structured, specific support, including IEPs (Individual Educational Plans) and interventions
- **Waves 3** – High levels of support, children with funding assigned specifically.
  - The teacher and the Inclusion Manager are supported by outside agency involvement
  - If necessary, the local authority (LA) considers the need for statutory assessment and may order a multi-disciplinary assessment
  - The LA may issue a formal Education, Health and Care Plan of Additional Needs. The LA seeks a range of advice, including that of an Educational Psychologist, before making a formal decision. The needs of the child are considered to be paramount in this.

## **7.1 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Integris and on Insight Tracker will be made accessible to staff.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

## **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **7.2 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

## **7.3 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps (on Insight)
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## **8. Links with external professional agencies**

Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- ChildrensFirst (School's Early Help Provision)
- Art Psychotherapist.

## **9. Admission and accessibility arrangements**

The admissions information for Derbyshire schools can be found using the link below.

[School admissions for children with SEND - Derbyshire Local Offer](#)

### **9.1 Admission arrangements**

You should apply through the [local authority's admission process](#) unless your child has an Education, Health and Care Plan (EHCP).

#### **If your child has an EHC plan**

Children and young people with Education, Health and Care Plans (EHCPs) attend mainstream schools and colleges, resourced provision (specialist units in mainstream schools), or special schools. You can apply for a special school or resourced provision place if your child has an EHCP.

Your child's school place will be arranged by the local authority's SEND Assessment Service (SENDAS), not through the general admission process.

SENDAS will contact you when it is time to apply, to discuss your preferred education setting. They will do this when your child is due to move from nursery to primary; primary to junior; junior to secondary; and secondary to Post 16.

If you would like your child to move to a different school mid-year or outside the normal admission times, you should ask for an emergency review of their EHCP. You can ask your child's current school or SENDAS for this.

## **10. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCo which will be handled in line with the school's complaints policy

<https://firfield.ovw1.devwebsite.co.uk/page/?title=Complaints+Procedure&pid=172&action=saved>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## **11. Monitoring and evaluation arrangements**

### **11.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### **11.2 Monitoring the policy**

This policy will be reviewed by Lauren Trigg **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

## **12. Links with other policies and documents**

This policy links to the following documents

- SEND Code of Practice 2014
- SEN information report
- The Local Offer
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding / Child Protection Policy
- Complaints Policy

This policy will be reviewed every year.

Date of Policy: September 2024

Date of review: September 2025