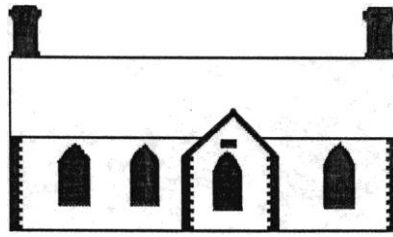


# Earl Sterndale CE Primary School



## SEND and Inclusion Policy

September 2025

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<i>Version</i>	<i>Date</i>	<i>Changes</i>	<i>Author</i>	<i>Approvers</i>	<i>Minute number</i>
1	6/6/22	New format drafted with SENDCo/Headteacher, staff and SEND Governors:	RG		
2	7/6/23	GRIP funding replaced with Inclusion Funding	RG		
3	10/5/24	Parent Partnership (pg 9) replaced with DIASS in line with DCC information	RG		

## **INTRODUCTION**

Our school is an inclusive, small village school where every child is encouraged to develop a range of skills, allowing them to become resilient, reflective, respectful and resourceful lifelong learners equipped to meet the challenges of a changing future.

Every child and family in our community is equally valued and diversity is celebrated. Earl Sterndale School provides a broad and balanced curriculum which allows every child to achieve, develop, learn and grow. Inclusion is at the heart of our school life and the teaching is tailored towards individual learning providing challenge and support.

At Earl Sterndale CE Primary School we have adopted a whole-school approach to SEND policy and practice. Our school's team consists of qualified teachers and support staff, who are also our midday staff, committed to the principles and aims of this policy by helping all children to achieve their full potential in a safe, welcoming and happy learning environment.

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2015) 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 Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy has been co-produced with: Headteacher, SENCo, school staff and the Governing Body.

## **AIMS**

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community. We have high expectations of all our pupils and believe that everybody should strive to achieve their very best

To this end, we aim to:

- Ensure that all pupils have access to a broad, balanced curriculum and that no child is discriminated against on the grounds of disability, learning difficulty, race, religion, gender or social background.
- Address children's needs and support their development in the most appropriate way possible and celebrate efforts and achievements.

- Ensure staff are alert to the potential need for early help for a child who is disabled, has health conditions, specific additional needs or special educational needs (whether or not they have a statutory Education, Health and Care plan).
- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- Ensure that teaching and learning is multi-sensory.
- Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

The teaching staff and Governing Body will do their best to ensure that the necessary provision is made in a timely manner to safeguard and promote children's welfare for any pupil, including children who have special educational needs and ensure that those needs will be made known to all who are likely to teach or work with them.

## **OBJECTIVES**

We will achieve our aim by:

- Identifying all pupils requiring SEND provision as early as possible in their school career.
- Setting high expectations to ensure that the SEND of all children are identified and met throughout the school through an inclusive classroom.
- Providing appropriate provision and differentiated curriculum appropriate to the individual's needs and ability in an environment where all pupils feel safe to take risks with their learning.
- Closely monitoring progress and the impact of interventions of all children in the four broad areas of need as specified in the SEN Code of Practice: Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Difficulties Sensory and/or Physical Needs.
- Working closely with parents and outside agencies
- Training and advising all staff
- Ensuring the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- Placing the child at the centre of any decision making that is about them, ensuring their parents/carers are also included in plans to meet their child's needs.
- Deploying a range of teaching and learning styles so that all children can take part in lessons fully and effectively, providing equality of opportunity.
- Ensuring equality of opportunity for all children, and to eliminate prejudice and discrimination against pupils with a SEND.

## **SPECIAL EDUCATION PROVISION**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of special educational provision**

For children aged two or more, 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 or maintained nursery schools.

All Derbyshire Local (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The Code of Practice also describes special educational needs and disabilities within 4 broad areas of need:

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with a diagnosis of Autism Spectrum Disorder (ASD), are more likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and Learning**

Moderate Learning Difficulties (MLD) – where pupils are not working within their age-related expectations for one (or more) areas of the curriculum.

Severe Learning Difficulties (SLD) – where pupils are likely to need support in all areas of the curriculum.

Profound and Multiple Learning Difficulties (PMLD) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific Learning Difficulties (SpLD) – which can affect one or more specific aspect of learning. This covers a range of diagnoses including literacy difficulties, dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

This is when children may experience a wide range of social and emotional difficulties which can display themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have a

diagnosis such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may vary over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support

Whilst identifying needs, we also take into consideration the following additional aspects which may also impact on a pupil's progress: disability, attendance and punctuality, health and welfare, English as an additional language (EAL), being in receipt of the Pupil Premium (PP), being a Looked After Child (LAC), bereavement, being a child of a service woman/man.

## **WHOLE SCHOOL GRADUATED APPROACH TO SEND SUPPORT**

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

### **1. Quality First Teaching**

Class teachers ensure Quality First Teaching to all pupils in their class. We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to our pupils who have or may have SEN. 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. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, we will ensure that those pupils requiring different or additional support are identified at an early stage. Class teachers, supported by Teaching Assistants, make regular assessments of progress for all children. These seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by:

- Learning which is significantly slower than that of their peers starting from the same baseline and where the attainment gap widens
- Information from the child's previous educational experience e.g. when a child transfers from another school.
- Observations and discussions with adults who work with the child
- Outcomes of formal and teacher assessment. We use a range of formal and informal assessments to help us identify and implement the appropriate strategies for the child: Examples include: Common Exception Word (CEW) checklists, Age-related spelling tests, PIRA/PUMA, phonic checklists, Boxall Profile, independent, assessed work, teacher assessments, standardised tests, Pre-key stage-Levels, Bridging the Gap materials, samples of pupil's work annotated to show area of difficulty or progress, Salford Reading Test.
- Progress against objectives specified in the National Curriculum 2014 and end of key stage assessments
- Expressions of concern by parents/children, teacher, health or social services
- Specialised assessments carried out by members of the school's staff, support services/SENCO and information/ referrals from doctors, paediatricians or other medical personnel

Consideration of other factors eg. EAL, Adverse Childhood Experiences ( eg. bereavement), LAC/POST LAC status and Early Help support.

## 2. Class/School Support

The next stage is initiated where pupils have failed to make adequate progress despite quality first teaching as identified through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEN Support will be agreed and the pupil will be entered onto the schools SEN register.

Provision from within the schools resources is identified to help meet the student's needs.

Interventions may include;

- additional learning programmes in areas such as English and Maths
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- emotional support
- additional staff training

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. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. If needed, a 'catch-up' programme will be devised and implemented. Pupils with SEND are integrated as far as possible in all the activities of the school and will only be withdrawn for support work with outside agencies, or to follow an Individual Education Plan within school, which will almost always take place on site.

Other factors that are not directly SEND will be considered and acted upon if they are impacting on the progress and attainment of individuals. Such factors are: Disability, Attendance and punctuality, Health and welfare, EAL(English as an Additional Language) , Pupil premium , LAC ( Looked After Child), bereavement, children whose parents are in the armed forces.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. A process of **Assess, Plan, Do, Review**.

**Assess** -This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

**Plan** -Planning will involve consultation between the teacher, Special Educational Needs Co-ordinator (SENCO) and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

**Do** -The class teacher remains responsible for working with the child on a day-to-day basis. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching.

**Review** -Reviews of a child's progress will be made regularly to ensure that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. The review process will evaluate the impact and quality of the support and interventions taking account of the views of the pupil and their parents. Support and outcomes will be revised based on the pupil's progress. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

If a child makes good progress against learning objectives and barriers to learning are overcome, decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

### **3. Inclusion Funding / Education Health and Care Plan (EHCP)/**

A small number of pupils may require additional support beyond that provided from within our school's own SEND resources.

**Inclusion Funding**- Where a pupil's needs are not complex for an EHCP and are more specific and not necessarily long term, then an application for Inclusion Funding can be made. Inclusion Funding replaced GRIP funding in Jan 2023. This allows schools to access higher level needs funding without the necessity to request an Education Health and Care Plan for pupils with significant barriers to learning. Inclusion Funding may give pupils access to specialist services, as appropriate, such as Support Service for Special Educational Needs (SSSEN), at this earlier stage and gives schools the earlier opportunity to reduce barriers to learning for pupils. If a child has funding from the Inclusion Panel, they will have a pupil plan and agreed targets with involvement from the child, parent/carer, class teacher, and SENCO. This pupil plan will outline how the first £6000 of school funding is being spent and how additional funding from the Inclusion Panel will be spent. School provides evidence of interventions and support that these children are receiving and are explicit about desired outcomes for the child.

If an application is successful, schools will receive Inclusion Funding faster without the 20 week assessment period as for an Education, Health and Care Needs Assessment (EHCNA). If successful, evaluations against the objectives are completed and funding is reapplied for within a specific time frame given by the Inclusion Panel, this may be 3 months or more, to a maximum of 12 months.

**EHCP**-If a child has lifelong or significant difficulties we may ask for an assessment for an Educational, Health and Care Plan. This is a very detailed process and is only appropriate for a small number of children. An EHC Plan will be provided by Derbyshire County Council if it has been agreed that the child's needs cannot be met using the support that is ordinarily available. The Statutory Assessment Process is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

An EHCP is a legally-binding document outlining a child's special educational, health, and social care needs. The document has to list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

Reviews of children with EHC Plans will take place annually all relevant parties are invited to attend. The Annual Review will be carried out using a 'child/person-centred approach' so that the needs and views of the child and their parents are always addressed. Views will be sought from a variety of sources such as parents, teachers, SENCO, Specialist and Health Services and anyone else involved with the child and the plan will be reviewed and edited if needed.

The EHCP will follow the child throughout school, or until it is decided that they no longer need it. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan and its contents.

If parent/carers want to apply, or school advise parent/carers to apply, for an education, health, care needs assessment the SENCO will support parents with this application. If a needs assessment is agreed and a child receives an EHCP the SENCO will work with the child, parent/carers and class teacher to decide on strategies in order to achieve the EHCP targets. Further information about EHCPs can found via the SEND Local Offer [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND) or by speaking to an Education Health and Care Plan Co-ordinator at Derbyshire County Council or by contacting the Derbyshire Information Advice Support Service (DIASS) [ias.service@derbyshire.gov.uk](mailto:ias.service@derbyshire.gov.uk) -01629 533668.

Further information about EHC Plans can be found via the Derbyshire SEND Local Offer at [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

## **ROLES AND RESPONSIBILITIES**

### **Class teachers**

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupil themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- Update IEPs and intervention records regularly
- Ensure SEND/PP children are receiving tailored homework (where appropriate)
- Attend SEND reviews with SENCo and parents
- Identify individual children not making progress and inform SENCO/Headteacher
- Update TA timetables and ensure any changes to timetables are given to the SENCo

### **SENCO**

- Compiling and managing the SEND Register
- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for pupils with SEND and overseeing the records of all pupils with SEND

- Ensuring that 'IEPs' are produced, completed and reviewed
- Reading / summarising / disseminating information regarding educational reports
- Liaising with the KS2 staff and named co-ordinators to discuss transition
- Advising / liaising / managing the deployment of TAs
- Screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- Organising / attending review meetings
- Liaising with external agencies
- Identifying, order and utilise the resources available from other agencies
- Contributing to the development of curriculum policies to ensure that the provision for pupils with SEN is considered
- Supporting and advising teachers in planning appropriate programmes of work
- Monitoring progress and provide additional support to SEND pupils working in class
- Continuing CPD
- Liaising, advising and supporting parents of pupils with SEND
- Ensure all staff read and co-operate with this policy including Teaching Assistants, midday staff and office staff

### **Headteacher**

- Ensure overall responsibility for the management of the policy, for the assessment and provision for pupils who have a SEND and for keeping the governors informed.

### **Governing Body**

- Ensure that provision is made for pupils who have a SEN and that they have full access to the curriculum, as appropriate.
- Co-operate with the local authority.
- Publish the SEND information and report on the school's website and ensure it is reviewed annually.
- Ensure the SENCO is carrying out their duties as set out in this policy.
- Ensure SEND governors meet with the SENCo to keep up to date and report back to the governing body.
- Have regard to the SEND Code of Practice when carrying out its duties to pupils with a SEND.

The governors with responsibility for Special Educational Needs are: **Margaret Smith and Angela Campeau**

## **MONITORING AND RECORD KEEPING**

### **How do we monitor SEND progress?**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through discussion and progress meetings with parents, pupils and outside agencies if they are involved, such as the Educational Psychologist.

Pupil progress will be monitored in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an IEP, which are updated when the intervention is changed. These are updated by the class teacher in co-ordination with the SENCo and the information is fed back to the staff and parents. This helps to identify whether provision is effective.

Information about SEND children is confidential to the children, parents and professionals involved. The head teacher is responsible for the necessary dissemination of information from the school.

The school is supported by the Educational Psychologist by means of Support and Planning meetings, which are held at least annually. The Educational Psychologist, who will produce a written record of the meeting. It is attended by the Headteacher, SENCo and any relevant members of staff and other relevant professionals who may be invited. The meetings are an opportunity to review any children on the SEND register and raise concerns about any children who may cause concern academically or emotionally. The Educational Psychologist is responsible for sending out Support and Planning meeting records.

## SUPPORTING PUPILS WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational 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 pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has all members of staff trained in Paediatric or General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions.
- The school follows all guidance from the DfE on Covid-19 Procedures
- The school follows guidance published by the DfE which can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)

## TRAINING AND RESOURCES

SEND is funded through the school budget. Additional funding can be applied for in exceptional circumstances. Derbyshire's Inclusion Funding initiative is for pupils with significant special educational needs in mainstream Primary and Secondary schools. Inclusion Funding gives pupils access to specialist services, as appropriate, such as SSEN (Support Service for Special Educational Needs).

Element 1 Core Educational Funding	Mainstream per pupil funding
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with Inclusion Funding/ EHCP

In order 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. All teachers

and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils. The school's SENCO can attend LA and Cluster School network meetings in order to keep up to date with local and national updates in SEND.

SEND priorities and INSET/ CPD will relate directly to the needs of SEND children in school or due to start at school with emphasis in three areas:

Children's needs that are outside staff experience or expertise;  
New Local Authority policy / National / DfES legislation;  
New staff

## **ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her Special Educational Need or Disability. In line with the SEN and Disability Act we will not discriminate against disabled children and will ensure all reasonable steps are taken to provide effective educational provision in line with Derbyshire County Council's admissions policy.

## **COMPLAINTS PROCEDURE**

We work closely with parents and their children during their time in our school as we have children for 3-4 years in each class. We aim to keep parents fully informed regularly, therefore it is hoped that complaints about SEND provision will be rare. Where a parent has a complaint:

- It should be raised in the first instance with the class teacher or SENCO and should be resolved informally if possible.
- If the problem is not resolved, parents should make an appointment with the Head teacher and may complain to the Governors in writing. The complaints procedure along with all contact details are on the school website.
- If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the Parent Partnership Service can become involved to support the parents and give advice.

This follows the school complaints procedure.