



Earl Sterndale C of E Primary School

Special Educational Needs and Disabilities (SEND) Policy

Review Date	Changes Required	Name & Position
4.10.25	Local processes amended	S Humpleby Headteacher
18.9.26	Alignment with Inclusion Strategy and inclusive practice framework	S Humpleby Headteacher

OUR COMMITMENT TO INCUSION

Earl Sterndale CE Primary School is committed to ensuring that every child feels they belong, can participate fully in school life and is supported to achieve their potential. We recognise that inclusion is not a separate initiative but a golden thread running through our curriculum, relationships, policies and daily practice.

Through high-quality teaching, adaptive practice, strong partnerships and a culture of belonging, we aim to ensure that all pupils can thrive academically, socially and emotionally.

INTRODUCTION

Earl Sterndale CE Primary School is an inclusive school where every pupil is valued, respected and supported to participate fully in school life. We believe that all children have the right to feel they belong, to access a broad and ambitious curriculum and to achieve their potential.

Inclusion is at the heart of everything we do. We recognise that some pupils may experience barriers to learning, participation or achievement and we are committed to identifying and removing these barriers through high-quality teaching, adaptive practice, early intervention and strong partnerships with families.

We recognise that inclusion extends beyond Special Educational Needs and Disabilities (SEND) and encompasses the needs of all learners, including those who may experience disadvantage, attendance challenges, social, emotional or mental health needs, caring responsibilities, service family mobility or other vulnerabilities.

This policy should be read alongside the school's Inclusion Strategy which sets out the school's vision, strategic priorities and whole-school approach to inclusion.

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)
- Teachers' Standards (2012)

Related Documents

This policy should be read alongside:

- Inclusion Strategy
- SEND Information Report
- Whole School Provision Map
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy

AIMS

The aim of this policy is to ensure that pupils with SEND receive the support they need to participate, achieve and thrive alongside their peers within an inclusive school community.

We are committed to identifying and removing barriers to learning, participation and achievement through high-quality teaching, adaptive practice, early intervention and effective partnership working.

To achieve this, we aim to:

- Ensure that all pupils can access a broad, balanced and ambitious curriculum.
- Identify needs and barriers to learning at the earliest opportunity.
- Deliver high-quality adaptive teaching that supports access, participation and progress for all learners.
- Provide effective additional support through a graduated response where this is required.
- Work in partnership with pupils, parents, carers and external agencies to secure positive outcomes.
- Support pupils to develop independence, confidence and self-advocacy.
- Promote equitable access to learning, enrichment and wider school opportunities.
- Develop staff confidence, knowledge and expertise in inclusive practice.

- Foster a culture of belonging where differences are recognised, respected and celebrated.
- Monitor and evaluate the impact of provision to ensure resources are used effectively and outcomes continue to improve.

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 aims by:

- Identifying needs and barriers to learning at the earliest opportunity through effective assessment, monitoring and partnership working.
- Maintaining high expectations for all pupils and promoting access, participation and achievement through inclusive classroom practice.
- Ensuring that high-quality adaptive teaching remains the first response to meeting additional needs.
- Providing targeted and specialist support through a graduated response where required, using the Assess, Plan, Do, Review cycle.
- Organising provision around the four broad areas of need identified in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs.
- Working in partnership with pupils, parents, carers and external agencies to secure positive outcomes.
- Developing staff knowledge, confidence and expertise through ongoing professional development.
- Placing the child and family at the centre of decision-making and support planning.
- Promoting independence, resilience, self-advocacy and preparation for adulthood within an age-appropriate context.

- Ensuring equality of opportunity and removing discrimination, harassment and barriers to participation for all pupils.
- Creating a culture of belonging in which differences are recognised, respected and celebrated.

Our SEND provision forms part of a wider whole-school commitment to inclusion. The school's Inclusion Strategy outlines our vision, strategic priorities and approach to ensuring every pupil feels they belong, can participate fully in school life and achieves their potential.

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**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

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 and other vulnerabilities.

UNIVERSAL INCLUSIVE PROVISION

Earl Sterndale C of E Primary School adopts a graduated approach to supporting pupils in line with the SEND Code of Practice. High-quality teaching is the foundation of our inclusive approach. We recognise that inclusive classroom practice and adaptive teaching are the most effective means of meeting the needs of the majority of pupils. Most pupils' needs can be successfully met through high-quality teaching, appropriate adaptations and a supportive learning environment.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those who access support from teaching assistants, intervention programmes or specialist services.

Teachers use ongoing assessment, professional knowledge and collaboration with pupils and families to identify barriers to learning, participation and achievement. Adaptive teaching strategies, reasonable adjustments and appropriate support are implemented at the earliest opportunity to promote access, engagement and success.

Where concerns remain despite inclusive classroom practice, a graduated response is implemented through the Assess, Plan, Do, Review cycle to identify, deliver and evaluate additional support.

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.
- 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 Family support.

The school's Whole School Provision Map outlines the range of ordinarily available provision, targeted support and specialist approaches that may be used across the four broad areas of need. Provision is selected according to identified need rather than diagnosis and is reviewed regularly to ensure it remains effective and promotes independence.

FURTHER SUPPORT

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

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of development and possible barriers to learning. The

child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's progression and enable the teacher to better understand their individual needs. Where additional provision is required, support will be carefully planned to complement classroom learning and maximise participation, independence and progress. Pupils with SEND are supported to participate fully in all aspects of school life. Where additional provision is required, this may be recorded within an Individual Support Plan (ISP) and delivered through an appropriate balance of classroom-based, targeted or specialist provision. Individual Support Plans (ISPs) are working documents used to record agreed outcomes, provision, reasonable adjustments and review arrangements for pupils who require support beyond universal classroom provision.

Other factors that are not directly SEND will be considered and acted upon if they are impacting on the progress and attainment of individuals.

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 list 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.

2. 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 ECHP 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 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 -01629 533668.

Further information about EHC Plans can be found via the Derbyshire SEND Local Offer at www.derbyshire.gov.uk/SEND

ROLES AND RESPONSIBILITIES

Class teachers

Inclusion is a whole-school responsibility.

All staff contribute to creating a learning environment in which every pupil feels safe, valued, respected and able to participate fully in school life. High-quality inclusive practice is the responsibility of every member of staff. Teachers, support staff, leaders and governors work collaboratively to identify and remove barriers to learning, participation and achievement. Teachers should;

- Deliver high-quality adaptive teaching that enables all pupils to access, participate in and achieve within the curriculum.
- Remain responsible and accountable for the progress and development of all pupils in their class.
- Identify barriers to learning and work collaboratively with the SENDCo, support staff, pupils and families to plan appropriate provision.
- Implement and review Individual Support Plans (ISPs) and agreed support strategies where appropriate.
- Monitor progress, participation, attendance and wellbeing, responding promptly to emerging needs.
- Maintain high expectations for every pupil and promote independence, confidence and self-advocacy.
- Contribute to the graduated response through the Assess, Plan, Do, Review process.
- Work in partnership with parents/carers and attend review meetings as required

SENCO

- Leading and coordinating the strategic development of SEND and inclusion across the school.
- Overseeing the day-to-day implementation of the SEND policy and Inclusion Strategy.
- Managing the SEND list and coordinating provision for pupils with SEND.
- Supporting staff to develop effective inclusive practice, adaptive teaching and effective provision.
- Monitoring the quality and impact of SEND provision and Individual Support Plans (ISPs).
- Reading / summarising / disseminating information regarding educational reports
- Liaising with the KS2 staff to support 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.

- Monitor the implementation and impact of the school's Inclusion Strategy, ensuring that inclusion, equity and participation remain central to school improvement planning.

MONITORING AND RECORD KEEPING

How do we monitor SEND progress?

The effectiveness of SEND and inclusion provision is monitored and evaluated throughout the academic year through a range of quantitative and qualitative measures.

Evaluation includes:

- pupil progress and attainment information;
- attendance and engagement measures;
- review of Individual Support Plans (ISPs) and outcomes;
- provision mapping and intervention reviews;
- pupil voice;
- parent and carer feedback;
- wellbeing and participation indicators;
- learning walks, classroom monitoring and professional observations;
- feedback from external agencies and professionals.

Information gathered through monitoring activities is used to evaluate the effectiveness of provision, identify emerging needs and inform future provision, resource allocation and whole-school improvement priorities.

SEND provision and agreed outcomes are reviewed through the Assess, Plan, Do, Review cycle to ensure support remains appropriate, effective and responsive to individual needs.

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.

They also provide an opportunity to evaluate the effectiveness of current provision and consider adjustments required through the graduated response process.

EVALUATING INCLUSIVE PRACTISE

The school evaluates the effectiveness of its inclusive practice through ongoing monitoring of:

- participation in the full life of the school;
- access to enrichment opportunities, educational visits and extracurricular activities;
- attendance and engagement of vulnerable groups;
- pupil wellbeing and sense of belonging;
- equitable access to learning and wider opportunities;
- the impact of SEND and inclusion funding.

Findings contribute to the review of the school's Inclusion Strategy and inform future development priorities.

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 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

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 SSSEN (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.