Derwent and Southill Federation

We are a Values-led Federation
We respect ourselves; We respect others; We respect the environment.

Special Educational Needs policy

This policy demonstrates the commitment of all staff to inclusive education of disabled children and children with special educational needs at Derwent Primary School and Southill Lower School and the progressive removal of barriers to learning and participation in mainstream education.

For all children and young people with special educational needs and disabilities, including those with EHC plans:

The law is contained in the following places:

- The Children and Families Act ("**CAFA**") 2014 is statute law. It is legally binding which means that the LA and schools must comply with it or else they are acting unlawfully. Part 3 of the CAFA 2014 contains all the relevant sections about children and young people with SEN and disabilities. Section 100 of the CAFA 2014 contains schools' duty to support pupils with medical conditions.
- The Special Educational Needs and Disability Regulations 2014 are the main set of Regulations underpinning the CAFA 2014. They are also legally binding.
- The Special Educational Needs (Personal Budgets) Regulations 2014. This is a special set of Regulations dealing with personal budgets and direct payments. See our page on personal budgets and direct payments for more information.
- The Special Educational Needs and Disability (First-tier Tribunal Recommendations Power) Regulations 2017 This sets out the SEND Tribunal's powers to make recommendations about health and social care. See our page on extended appeals for more information.

Check here to see what changes have been made to the above Act and Regulations since they came into force.

The law is set out and expanded upon in SEN and Disability Code of Practice (the "**Code**"). This Code provides much more detail on the legal framework relating to special educational needs and disabilities. Wherever in the Code it says an LA, school or college **must** do something, then it is referring to compulsory obligations which are set out in the CAFA 2014 or the Special Educational Needs and Disability Regulations 2014. Wherever the Code says an LA or other entity **should** do something, this is statutory guidance. The Code is not law. If there is any difference in what the law (CAFA 2014 and regulations) and the Code says, the law takes precedence.

Contents

Page Number	Contents
2	Introduction
2	Definition of Special Educational Needs and Disability
2	Aims

2	Objectives
3	Admission Arrangements
3	Attendance
4	Specialist Provision and Facilities
4	Roles and Responsibilities
6	Identification, Assessment and Review

7	Provision including Resources
7	External Support Services
8	Transition Arrangements
8	Complaints Procedures
8	Training
9 + 10	Appendices

Introduction

At Derwent Primary School and Southill Lower School we are committed to offering an inclusive education which enables all children to achieve their best and become confident individuals living fulfilling lives.

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a *learning difficulty or disability* which calls for *special educational provision* to be made for them. The SEND Code of Practice (2014) defines these terms as follows (p.15):

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

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

c) are under compulsory school age and 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.
Special educational provision (Code of Practice 2014 p.16) means:
a) for children of two or over, educational provision which is additional to, or different from, that made generally for children of their age in mainstream schools
b) for children under two, educational provision of any kind.

Aims
The aims of this SEND policy are in line with the principles underpinning the SEND Code of Practice 2014 (p.19 para 1.2):

- To promote the participation of children and parents in decision-making
- Early identification of needs and early intervention to support them
- Collaboration between education, health and social care services to provide support to children and families
- High quality provision which meets the needs of children with SEND
- A focus on inclusive practice and removing barriers to learning

Objectives
The specific objectives of our SEND policy are as follows:
The early identification of pupils with special educational needs and disabilities and to ensure that their needs are met

- to ensure that pupils with special educational needs and disabilities engage in the activities of the school alongside those without SEN
- to ensure that all learners make the best possible progress and interventions are reviewed regularly, usually half termly
- to ensure parents are informed of their children's special needs and that there is effective communication between parents and school, at least termly
- to ensure that learners express their views and are fully involved in decisions which affect their education when appropriate
- to promote effective partnership and involve outside agencies when appropriate

Admission Arrangements
The Governing body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities. Its admissions policy has due regard for the guidance in the Special Educational Needs Code of Practice. No child will be refused admission to school on the basis of their special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision

Attendance
Pupils with special educational needs and disabilities are expected to attend school full time. If a medical need prevents the pupil from attending, systems will be put into place to support their attendance (see Appendix 1).

Specialist Provision and Facilities
The school does not have a special unit.

The special educational needs co-ordinator monitors the SEND provision and ensures continuity for families as they move through the school. She also supports the staff across the school although each class teacher is responsible for the progress of all the children in their class including those with SEND. Derwent has spaces which it dedicates to specialist provision and spaces within the school which it timetables for specialist provision.

Roles and Responsibilities

Parents and carers:

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and be supported to play an active and valued role in their children's education. Developing good relationships with parents is seen as crucial to success.

Parents are encouraged to contact the SENCo or class teacher directly if they have concerns about their child's progress. Parents are asked to give their support at home whenever possible with the emphasis on raising self esteem and building a positive attitude.

The local authority and the school are able to provide information about the support services available to all parents of pupils with SEND through the local offer.

Pupils:

Pupils are encouraged, in a very simplified way, to be part of the decision making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude. Pupils can also be involved in reviews where their contribution to target setting and their achievements can be presented.

Class Teachers:

Teachers are responsible and accountable for the progress and development of all pupils in their class (SEND Code of Practice p.99). They do this through high quality teaching, differentiated for individual pupils. Thereafter a graduated approach which involves assessing, planning, doing and reviewing (SEND Code of Practice p.100-101) is adopted.

Every class teacher is responsible for:

- adapting the learning and expectations within the classroom to provide appropriate teaching and learning opportunities and resources for every pupil
- monitoring and recording the progress of pupils on a half termly basis
- identifying children who are experiencing difficulty(ies)
- informing parents of areas of concerns and seeking support from parents
- liaising with the SENCo should they have any cause for concern regarding any pupil's progress not being adequate or regarding any pupil in their class already deemed to have SEND
- working with the SENCo, parents, pupils and any outside agencies to provide support for pupils with SEND which will involve:
- creating a Support Plan (SP)
- implementing the strategies on the SP
- reviewing the SP on a termly or half termly basis, depending on the need
- informing parents if their child is experiencing emotional, social and/or mental health difficulties and

seeking support from parents

- liaising with the SENCo on aspects relating to the emotional, social and/or mental health difficulties regarding any pupil in their class which often manifest themselves in behaviour issues
- working with the SENCo, parents, pupils and any outside agencies to provide support for pupils with emotional, social and/or mental health difficulties which may involve:
- creating a Positive Handling Plan and risk assessment
- implementing the strategies on the Positive Handling Plan
- reviewing the Positive Handling Plan on a half termly basis

SENCo:

The SENCo is part of the school leadership team and as such plays a role in determining the strategic development of the SEN policy and provision in the school. She is also responsible for the day-to-day operation of the SEND provision within the school, including those with Education, Health and Care plans.

At Derwent Primary School and Southill Lower School this means:

- setting and maintaining systems for identifying, assessing and reviewing SEND
- together with the Head teacher in each setting, in order to; set targets, and collect and interpret data to raise achievement among pupils with SEND
- ensuring the provision for each child with SEND is effective through the deployment of teaching assistants and other resources
- updating the Headteacher and governing body on the effectiveness of provision for pupils with SEND. Providing training opportunities for class teachers and teaching assistants to learn about SEND including an understanding of learning needs and the importance of raising achievement among pupils so that all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND
- identifying and purchasing resources needed to meet the needs of pupils with SEND and advising the Headteacher in priorities for expenditure
- ensuring pupils are involved in implementing and reviewing their SEND provision taking their age into account
- liaising with parents in implementing and reviewing pupils SEND provision
- liaising with outside agencies to gain support for implementing and reviewing SEND provision
- liaising with other schools to ensure continuity of support and learning when transferring pupils with SEND (*see SEND Code of Practice para 6.90 p.108)*

The SENCo works closely with colleagues, parents and outside agencies to ensure that pupils with SEND receive appropriate support and high quality teaching. She is the constant thread for parents as their child continues their learning journey through the school, as their child changes year groups and so teachers and support services sometimes change (SEND Code of Practice p.108).

Headteacher:

The Headteacher will regularly discuss with the SENCo how the notional SEN budget can be used to meet the needs of pupils with SEND (SEND Code of Practice para 6.97). This is achieved by the SENCO for Derwent and Southill being a member of the Senior Leadership Team.

Governors:

The Governing body has a duty to appoint an appropriately qualified SENCo for the school (SEND Code of Practice p.108). The SENCO has the National Award in Special Educational Needs Co-ordination and is a qualified teacher working at the school. A member of the governing body takes a special interest in SEND.

Identification, Assessment and Review

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Special Educational Needs Code of Practice 2014 (p.95). The process for identification of special educational needs at Derwent Primary School and Southill Lower School is as follows:

Cause for Concern:

Class teachers collect a range of evidence through the school's usual assessment and monitoring arrangements for all pupils. If this evidence suggests that a learner is not making the expected progress the class teacher will discuss this with the SENCO.

Less than expected progress is 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 (SEND Code of Practice para 6.17 p.95)

Strategies will be discussed and tried. If the actions taken do not alleviate concerns then a meeting involving the parents, class teacher and SENCo will be arranged. This will facilitate discussion about the areas of difficulty and whether there is a need for the pupil to receive provision which is additional to and/or different from the provision received by their peers. If this is the case then a Support Plan (SP) will then be drawn up by the class teacher (see Appendix 2).

Support Plans (SPs):

The SP will initially place the pupil at Stage 1. This highlights that the pupil is receiving additional and/or different provision from the differentiated curriculum in place for all children.

There are four broad areas of need (SEND Code of Practice p.97). The SP will show the specific areas of concern, the targets to meet those areas of concern, the strategies to meet the targets and who will carry out the strategies (see Appendix 2). Targets must be SMART: Specific, Measurable, Achievable, Relevant, Timed.

The SP will be shared with parents, carers and the pupil and amended as appropriate during discussion. Everyone will be asked to sign the SP to show that there is agreement with the action decided. Copies of the SP will then be made and distributed to everyone involved.

The class teacher will ensure the strategies in the SP are fulfilled. The SENCo will monitor progress each half term.

The SP will be reviewed with parents and carers either termly or half termly, depending on the need. A meeting will take place between the parents or carers, the pupil, the class teacher and the SENCo. Everyone will be asked for their input in the review process.

As a SP is reviewed it may be determined that the pupil requires further support than the school is able to provide for and therefore the pupil may move to "Stage 2" where the school will seek advice and support from specific external agencies to provide for the needs of the pupil. At this stage a Local Authority Support Plan may be

discussed and filled in. This is a lengthy document detailing everyone who is supporting the child and family. It is necessary if at a later stage an Education, Health and Care Plan assessment were to be sought.

Once a pupil has a SP they will be entered onto the School's Special Educational Needs register. The SENCo will monitor the academic progress of these pupils using the tracking data produced every six weeks. The information will inform the half term discussions between the EHTand the SENCo. In this way the SENCo ensures the provision for pupils with Special Educational Needs is always being addressed and reviewed.

A child who presents with disruptive or withdrawn behaviours should be referred to the Child Development Centre (CDC) to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues (SEND Code of Practice para 6.21 p.96). If it is thought that housing, family or other domestic circumstances may be contributing to the behaviour a multi-agency approach supported by an Early Help Assessment (EHA), may be appropriate. With parental consent, the Family Engagement Worker Ms Hayley Kell, along with the Senco, will draft an EHA.

Statutory Assessment of SEND:

In certain circumstances, after a period of time at Stage 2, the school may decide to apply to the Local Authority for an "Education, Health and Care Plan" (EHCP) following the statutory guidance. An EHCP is needed when a pupil has demonstrated over time that support at Stages 1 and 2 has not been enough to cater for the needs of that pupil.

If the Local Authority grants a pupil an EHCP, the pupil may receive funding to support provision for their individual needs. The EHCP identifies clear objectives and provisions to meet the needs of the pupil which everyone involved with the pupil are legally obliged to adhere to.

All EHCPs must be reviewed at least annually with the parents, the pupil and external agencies involved. Amendments can then be made and submitted to the Local Authority and future plans to support the pupil can be discussed.

Provision, including Resources

There is a notional SEN budget identified within a school's overall budget (SEND Code of Practice 2014 para 6.96 p.110). This money is used to fund a proportion of teaching assistant salaries commensurate with their role in supporting pupils with special educational needs in small groups or 1:1. The money is also used to buy specialist SEND resources.

Sometimes the school also receives extra money to support children with EHCPs. This funding is largely spent on ensuring these pupils' areas of need are met through specific intervention strategies.

Pupils with SEND can be supported within the classroom but may also be taken out on a 1:1 basis, or with other pupils, to work on specific targets. These types of activities are usually led by one of our highly skilled teaching assistants.

External Support Services

If pupils have complex Special Educational Needs that cannot be met by the school, the SENCo may seek support from a professional with expertise in those needs. Often this comes from a Speech and Language Therapist, Occupational Therapists, Behaviour Support Services or the Educational Psychologist. The pupil will usually be assessed at the Child Development Centre.

The school nurse and other medical professionals visit the school to support us with providing appropriate provision for those pupils with medical needs.

Some of these services work directly with pupils, whilst others offer advice and strategies to teachers in supporting pupils. Permission is always sought from parents or carers before an external specialist is involved with their child and they will provide feedback on their work and/or advice to the parents.

Transition Arrangements

The SENCo will liaise closely with SENCos from other schools where pupils are transitioning from and to. For those pupils with an EHCP, transition arrangements are discussed each year as part of the annual review.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Complaints Procedures

In the event of a comment, compliment or complaint regarding provision for a pupil with special educational needs, parents should first approach the class teacher. They will investigate any complaints and meet again with the parents to share their findings. If necessary, the complaint may be referred to the SENCo and then the EHT. In those circumstances the Governor with responsibility for SEND will be contacted by the EHT. The school's complaints procedures can be accessed through the school website.

Parents of pupils with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

Training

As part of the performance management cycle, the school conducts an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs.

When a new member of staff joins the school a meeting with the SENCo will be scheduled to explain the systems and structures in place around the SEND provision and practice and to discuss the needs of individual pupils. The SENCo regularly attends the SEND Professional Study Group meetings in order to keep up to date with local and national developments. The school is a member of the National Association for Special Educational Needs (NASEN). The local authority's "local offer" is also a resource.

Date policy agreed: September 2026

Signed Neil Parsons (Chair of Governors)
Date of Review: September 2027

Appendix 1

Medical conditions

Policy Statement for children with medical conditions

"A child or young person who is unable to attend school because of medical needs should have their educational needs identified and receive conditional support quickly and effectively.

The HT will be responsible for dealing with pupils who are unable to attend school because of medical needs.

The HT will notify the LA/EWO if a pupil is, or is likely to be, away from school due to medical needs for more than fifteen working days.

The HT will supply the appropriate education provider with information about a pupil's capabilities, educational progress and programme of work.

The school will liaise with home/hospital teaching services to draw up a personal education plan for pupils who are likely to be at home for more than fifteen working days and pupils with chronic illness who regularly miss some school. Curriculum plans will be provided within five working days and work programmes on a termly basis. The school will consider the need for assessment and will provide information about records of achievement and curriculum for pupils as promptly as possible.

Attendance will be monitored and recorded accordingly to appropriate symbols in the register.

Pupils who are unable to attend school because of medical needs will be kept informed about school social events and liaison with peers will be encouraged through letters, visits and videos.

Progress will be monitored and when the child is ready to be re-integrated into school, liaison with other agencies will take place as necessary.

Appendix 2:

SEND Support Plan (SSP)

INSERT PICTURE OF CHILD HERE	Name		Date of Birth	
	Class		Year Group	
	SEND Stage *(highlight)*	SEND Support EHCP	SSP Number	
	SSP Start Date		SSP Review Date	
	Area(s) of need *(highlight)*	Cognition and learning Communication and Interaction Sensory and Physical Social, Emotional & Mental Health	Diagnoses	

About Me *What difficulties do I experience? Who is a part of my family? Who are my friends?*

Strengths *What am I good at? What are my interests? What do I enjoy?*

Other professionals / services involved in my care:

Ordinarily Available Provision / Reasonable Adjustments / High-Quality Teaching strategies in place for me:

Communication and Interaction	Social, Emotional and Mental Wellbeing	Cognition and Learning	Sensory and/or Physical Needs
pictures and key words displayed •visual supports •use of names to gain attention •sequencing of tasks •repeat instructions •use of low demand language •turn taking games •speech support •use of songs for routine	•seating plan •Time out card •Use of personalised motivation and reward system •clear and consistent approach to behaviour •use of timer – button timer sand timer •Sensory circuits •Movement breaks •Self-esteem support – small group	•Visual supports •Additional Reading time •Additional Processing 'thinking' time •Use of tinted overlays or coloured paper •coloured reading rulers •Multi-sensory approaches to teaching: -mnemonics -use of magnetic letters – Rainbow arc - use of spelling by letter pattern	Consider seating plan Visual •Consider lighting •Coloured overlays, different coloured paper •eliminate inessential copying from the board •large print resources •adult to read aloud board content and visually presented information •avoid standing in front of windows/light source

SEND Support Plan (SSP)

•talk delivery slowed down with time given for processing •Use of modelled phrases •Use of stem sentences – "I can see you feeling…' "you can choose ___ or ___" •frequent practice and repetition •predictable routines and timetable •visual schedule •structured class routines •increased visual aids including dual coding •Use of sign language/Makaton •use of key words/vocabulary emphasised when speaking •Multi-sensory approaches used to support spoken language – symbols, pictures, concrete apparatus, artefacts, role-play •instructions broken down into manageable chunks •checklists and task lists – Now and next board •delivery slowed down for processing •prompt cards used to support understanding •talk partners for oral rehearsal •access to a quiet workstation	•Social stories •Visual schedule •Now/next board •Choice board •Use of fidget/chew toys •Access to safe and calm space •wobble cushion •bounce band •access to Nurture room •check in with Learning Mentor •Body sock •stretchy lycra tunnel •ear defenders	•exaggerated pronunciation •use of rhythm and song •sky 'air' writing •phonics small group support •paired reading opportunities •pre-teach new vocabulary •Pre-teaching new content in Maths •Pre-teaching new content in English •Pre-teaching new content in Topic •Checklist of tasks broken down •Modelling of good work •use of word mats/word banks •use of phoneme mats •partner talk – oral rehearsal of ideas •whiteboard work •mind mapping •task planner – step by step (on table) •additional time to complete tasks •Chunk learning into short tasks •links to prior learning made explicit	Hearing •Reduce background noise •slow down speech rate •provide additional 'thinking time' •repeat contribution from other children – clearly •check oral instruction have been understood •face the child when speaking Co-ordination •sit at table with sufficient space •LH and RH pupils not next to each other with adjacent hands •slope for writing if appropriate •seated with minimal distractions •lined paper with sufficient wide spaces between lines for handwriting •dough disco to support fine motor skills •funky finger gym to support fine motor skills •use of climbing wall

Additional Available Provision / Reasonable Adjustments / High-Quality Teaching strategies not listed above:

SEND Support Plan (SSP)

	Assess	Plan	Do	Review	
	What are my barriers to learning? *(Informed by baseline data)*	What are my next steps? *(SMART target : Specific, Measurable, Achievable, Realistic & Timebound)*	What will help me achieve my target? *(Interventions or provisions to support target success)*	How did I do with my target? *(What was the impact? Do we have 'exit' data?)*	1 = Not Met 2 = Partially Met 3 = Fully Met
1					
2					
3					
4					

Child Views *How I feel I got on*		**Signed / Dated**	
Parent Views *How I feel my child got on*		**Signed / Dated**	