



SEND POLICY

September 2024

Dated: Autumn Term 2024

Review Date: Autumn Term 2025

Our Vision: “We want everyone who is involved with this school and its learning community to feel welcome and empowered to take an active role in raising achievements for all. We want it to be a place where contributions are equally valued and respected and where everyone shares a love of learning, full of memorable experiences.”

We, at Firs Primary School, value the abilities and achievements of all pupils. We are committed to providing, for each pupil, the best possible environment for learning.

The SEND Aims of the School

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide an adapted curriculum appropriate to the individual’s needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils and pupils with disabilities take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child’s progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Teaching staff, teaching assistants and the school governor responsible for SEND have been consulted in updating this policy. SEND is incorporated into our School Development Plan and yearly action plans are produced to drive improvement and improve the quality of provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to manage or overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. We fully support the notion of coproduction between all stakeholders.

Definition of Special Needs

A child has Special Needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which prevents or hinders the child from making use of educational facilities for children of the same age in other schools within the Local Authority.

Special Education Provision Means:

- For a child over the age of two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Firs Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Special Educational Needs could mean that a child has difficulties in - Four Areas of Need:

1. **Communication and Interaction** - expressing themselves or understanding what others are saying.
2. **Cognition and Learning** - in acquiring basic skills in school.
3. **Social and Emotional Mental Health** - making friends or relating to adults, or behaving appropriately at school.
4. **Sensory and/or Physical** - such as hearing or visual impairment, which might affect them in school, or medical or health conditions which may slow down a child's progress and /or involves treatment that affects his or her education.

Children make progress at different rates and have different ways that they learn best. Teachers take this into account when they plan teaching and learning activities. Children making slower progress or those who are having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without EHCP's must be treated as fairly as all other applicants for admissions.' (CoP 1:33)

Inclusion

See attached Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Identification, Assessment and Provision

At Firs Primary School, we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the EYFS Curriculum or National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with Special Educational Needs.

All teachers are responsible for identifying pupils with SEND, and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- The performance in NC judged against the standards.
- Pupil progress in relation to standards in Literacy/Numeracy.
- Pupil progress in relation to development bands within the Early Years.
- Standardised screening or assessment tools if applicable.

Assessments

Assessments will be made through

- Observations.
- Records from feeder schools etc.
- Information for parents.
- Foundation stage assessments.
- Target setting.
- Pupil Tracking systems. The Brackenfield Assessment Grids will be used for those children who are significantly below their peers and have complex need, to track very small steps of progress.

SEND Provision

On entry to the school, each child's attainment will be assessed. This will help to inform the school of the child's aptitudes, abilities and attainments, and will be used to improve continuity of learning. Such assessments include The Early Years Foundation Stage data, end of Key Stage data for Key Stage 2 only, and teacher assessments. The records provided, help the school to design appropriate adapted learning programmes. For pupils identified SEND, the class teacher (with help from the SENCO when necessary) will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Assess learning difficulties.

- Ensure ongoing observations/assessments provide regular feedback on achievements/experiences for planning the next steps in learning.
- Involve parents in the process so that they are able to best support their child.

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/teaching assistant through an adapted curriculum.
- Short bursts of withdrawal to work with a teaching assistant or class teacher when appropriate.
- In class support with a teaching assistant.
- Support from specialists within classes or as part of a withdrawal programme.

Code of Practice Graduated Response

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

SEND Monitoring

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine further if intervention is required.

Quality First Teaching

- The class teacher will take steps to further adapt the learning to better support the pupil and this may require an adjustment in the style of teaching adopted by the pupil.
- The school will inform parents so that they can share information and knowledge to help better understand the needs of the child.
- The child is recorded as being monitored. This does not mean that they will be automatically placed on the SEND register.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. 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. The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those

interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's needs to using the 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 experiences of the parents. Advice from external support services and staff will be sought if appropriate and the agreement with parents.

Plan

Planning will involve consultation between the teacher, SENDCO and the parents to agree the adjustments, interventions and support that are required to impact on progress, development and /or behaviour that is expected and a clear date for review. Parental support is sought, where appropriate, to reinforce or contribute to the progress at home. The plan will be recorded in the form of an individual provision plan, which is shared with staff, parents and the pupil.

Provision maps provide an overview of the interventions and support in each class. Some pupils require a Targeted Support Plan. Provision will be identified on an Individual Provision Map. Children who receive specialist support, will have an MEP (Multi-Element Plan) These contain information on:

- Short term (S.M.A.R.T) targets for learning.
- Teaching strategies.
- Provision made
- Date for review
- Review of objectives
- How parents can help at home
- Proficiency in English
- Teacher, parent and pupil comments.
- Dates and signatures of all stakeholders.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with the classroom teaching. The SENCO will support with further assessments of the pupils strength and areas of need.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact of the quality of the support and the interventions. It will also take account of the views of the pupils and parents. The class teacher in conjunction with the SENCO,

will revise the support outcomes and based upon the pupils' progress and development, make necessary amendments going forward, in consultation with pupils and parents.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo an EHCP assessment, which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assess that need, to planning provision and identifying resources required. The decision to make a referral for an EHCP will be taken at a process review.

The application for an EHCP, will combine information from a variety of sources including:

- Parents
- Teachers
- SENCOs
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people coordinated by Derby City Council (including professionals from education health and social care) about whether or not the children meets the thresholds and is eligible for an EHCP. Parents have the right to appeal against a decision made by an EHCP panel.

<https://schoolportal.derby.gov.uk/sen/requesting-an-ehc-needs-assessment/>

- a. Following a statutory assessment, an EHCP may be provided by DCC, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHCP.
- b. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal records and reviewed at least annually by staff, parents, professionals external to the school, representatives from the LA and the panel. The annual review enables provision for the pupils to be evaluated and where appropriate, for changes to be put in place, for example reducing or increasing the levels of support.
- d. Should they wish to do so, a parent is able to make an application to the local authority for an EHCP for their child. The application can be accessed by following the link about.

Arrangements for Providing Access for Pupils with Special Educational Needs to a Balanced and Broad Curriculum (Including the National Curriculum)

All pupils in the school study a full range of subjects including the Foundation Stage Curriculum and the National Curriculum. All teachers recognise their responsibility to

provide access to the curriculum for all pupils in their class. We aim to provide work that is matched and accessible to the broad, diverse range of pupils we teach.

The support provided by teaching assistants, Specialist Advisory Teachers, SENCO and other agencies is fully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs continue to receive a broad and balanced curriculum.

Adaptations will be provided in a variety of ways, dependent upon which is most appropriate, and will include: adaptation by outcome, by task, by ability grouping, by the level of teacher support, by level of expectation, by allocation of appropriate resources etc

English as an Additional Language (EAL)

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. Children's proficiency of language is tracked throughout their time in school. Children are baselined on entry to the school to benchmark their level of language acquisition using The Bell Foundation.

The Role of the SENCO

The SENCO works closely with the EAL coordinator in school. The SENCO plays a crucial role in the school's SEND provision. This involves working with the Head teacher, EAL Coordinator and the Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.
- Tracking the provision of support for SEND pupils.
- Overseeing pupil's records.
- Liaising with the parents.
- Making a contribution to CPD
- Liaising with external agencies. LA support services, Health and Social Services.

For effective co-ordination, the staff must be aware of

- The roles of the participants.
- The procedures to be followed.
- The responsibility of teachers have, in making provision for SEND pupils.
- The commitment required by staff to keep the SENCO well informed about pupils' progress.
- Mechanisms that exist to allow teachers access to information about SEND pupils.
- What exactly constitutes a 'level of concern' and at which point 'Targeted Support' is initiated.
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

Additionally, parents must be given clear guidance to the means by which they can contribute and how they can provide additional information when and if required.

The Role of the Governing Body

The Governing Body's Responsibilities to Pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils.
- Ensuring that a 'responsible person' is identified to inform about the statement all those involved with teaching and supporting statemented pupils.
- Ensuring that SEND pupils are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND policy.
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's delegated budget.

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND pupils.
- Collaborating with the SENCO to decide the action required to assist the pupils to progress.
- Working with the SENCO to collect all available information about the pupil.
- In collaboration with the SENCO/all staff working with the child, develop MEP's /Provisions for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the individual programmes set out in the MEP's.
- Develop constructive relationships with parents.
- Being involved in the development of the school's SEND Policy.

The Role of the Head teacher

The Head Teacher's Responsibilities include:

- The day-to-day management of all aspects of the school including SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENCO.
- Informing parents of the fact that SEND provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

SEND CPD

All staff are encouraged to engage with training to acquire the skills needed to work with SEND children. Keeping the staff up to date with the changes and resources is of high importance and is built into the cycle of Staff Development. This can be provided by the SENCO or invited external agencies. Annual SEND training is build into the CPD meetings.

Partnerships with Parents

Firs Primary School firmly believes in developing strong relationships with the parents and that this will enable children and young people with SEND to reach their potential. Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of the child's needs and the best way of supporting them. (CoP 2.2)

Depending on the age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processed affecting them. Copies of all documentation will be given to the parents.

The school will make details of the parent partnership service available to all parents of SEND through the LA. The SEND Code of Practice outlines that LA's should work in partnership with the local and parent organisations, as well as the parent partnership service, to ensure parents receive comprehensive, neutral, factual and appropriate advice. (CoP 2.14)

Specialist Provision

Our SEND Policy reinforces the need for teaching that is fully inclusive. Although we have no specialist unit, provision or additional resources for pupils with specific difficulties, Firs Primary is an inclusive school.

Evaluating the Success of our SEND Policy

The Governing Body will report annually on the successes of the policy. Visits to the school to meet with the SEND Team and Learning Walks to see the policy in practice will provide the necessary evidence to support the overall effectiveness and equip the allocated governor with the tools to evaluate this.

The school will also seek to consider the views of:

- Teachers and support staff
- Parents
- Pupils
- External professionals

Targets, actions and success criteria will be set against the evaluation of the policy. Diminishing the Difference meetings will provide the evidence for the success of the SEND Policy and this will be analysed carefully through:

- Consideration of each pupil's successes in meeting their targets.
- Use of assessment tasks and recording on the school's tracking system.
- Evidence generated for review meetings.

Allocation of Resources

Following advice from the Head teacher and SENCO, the Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in the policy.

Complaints Procedure

The school's Complaints Policy is available on the school website.

Link with External Agencies / Organisations

The school recognises the important contribution the external support services make in assisting to identify, assess and provide for SEND pupils. When considering necessary colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing Impaired Services
- Visual Impaired Services
- Social Care
- New Communities
- Community Paediatricians
- Clinical Psychologists
- Occupational Therapists
- Complex Behaviour Team

Important links are in place with the following:

- The LA
- Specialist Services
- Educational Welfare Officers

The Voice of the Child

Children should be involved in decision making where possible, right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Where children are able. They are involved in planning and reviewing their targets.

Staffing

SENCO- Mrs R Blurton (DHT)
SENCO- Mrs P Hunt
SEND Governor- Mr Adem Repesca

INCLUSION POLICY

Firs Primary School is committed to providing an inclusive community and meeting the needs of all pupils, ensuring that they have access to the broad and balanced curriculum to which they are entitled. At Firs Primary School, we strive to ensure the best possible outcomes for all our pupils whatever their needs or abilities.

This inclusion statement on providing effective learning opportunities for all pupils, outlines how teachers can modify, as necessary, The National Curriculum/ Early Years Curriculum/ school-based long and medium term plans to provide all pupils with the relevant and appropriate challenging work at each key stage. The following are essential in developing a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups.
- School/staff awareness of the Disability and Discrimination Act.
- School/staff awareness of the development of the Equality Action Plan.

Applying these skills should keep to a minimum the need for aspects of the curriculum to be dis-applied for a pupil and allow more challenging aspects of the curriculum for any gifted and talented pupils.

The SEND Policy sets out how the school intends to assess and address individual needs.

The School Development Plan will be aware of the need to ensure access to all areas of the curriculum for all.

We, at Firs Primary School aim to provide an ethos of inclusion both in the planned curriculum and with all other opportunities outside of this.

Paula Martin (Head teacher)	
Steve Grundy (Chair of Governors)	

