Deer Park Primary School SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (April 2020) 3.65 and has been written with reference to the following guidance and documents:

·Equality Act 2010: advice for schools DfE February 2013
·SEND Code of Practice 0-25 (September 2024) (September 2024)
-Early Years Framework 2025
·Schools SEND 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 September 2014
·Safeguarding Policy
·Accessibility Plan
·Teachers Standards 2012

Information

The named person who is responsible for managing the provision for SEND at Deer Park Primary School (SENDCO) is **Mr Paul Fletcher.** Mr Fletcher can be contacted through the **School Office on 01246 232696** or via email at info@deerpark.derbyshire.sch.uk

The named Governor for SEND is **Mrs Joanne Lee** who can be contacted through school on the above number and email.

The content of the SEND policy reflects the SEND Code of Practice 2020, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

An annual SEND Information Report will be shared with parents, carers and the governing body and published on the school's website.

Every teacher is a teacher of every child or young person including those with SEND. As such Deer Park Primary School adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.

2. To work within the guidance provided in the SEND Code of Practice, 2020.

3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy.

5. To provide support and advice for all staff working with special educational needs pupils.

Definition of Special Educational Needs
What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

- has significantly greater difficulty in learning than the majority of children of the same age; or;
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.

The area of special need will be identified as either:

Communication and Interaction (This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum).

Cognition and Learning (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

Social, Mental and Emotional Health (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).

Sensory and/or Physical Needs (This includes children with sensory, multi-sensory and physical difficulties).

Behavioural difficulties do not necessarily mean that a child or young person has a SEND need and should not automatically lead to a pupil being registered as having SEND.

The following are not considered to be SEND but they may impact on progress and attainment:

- Disability (if reasonable adjustments can be made Code of Practice 0-25)

- Attendance and Punctuality

- Health and Welfare

- EAL (English as an Additional Language)

- Being in receipt of Pupil Premium Grant

- Being a Looked After Child

· Being a child of a Serviceman / woman

Identification of pupils' needs

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear individual education plans, assertive mentoring targets and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our children. Key, ongoing and termly assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed with the children and evaluated to inform the next steps.

A graduated approach:

Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

2. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

3. The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will be completed using Provision Mapping throughout the school.

4. Staff will consult the SENDCO as needed for support and advice. It may be appropriate to observe the child in class.

5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward. Should it be deemed necessary, an Initial Concern Form will be filled in in conjunction with the child and parents.

6. If a child has been recently removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.

7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school.

8. The child is recorded by the school as being monitored due to concern by a parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings

9. Parents' evenings are used to monitor and assess the progress being made by the children.

Identification and assessment of pupils' SEND might include

1. End of Key Stage attainments
2. Assessment for Learning materials
3. Standardised tests
4. Teacher observation
5. Information and advice from other agencies
6. Views of the pupil
7. Views of the parents
8. Diagnostic tests
9. Dynamic forms of assessment which involve:
   - Observing and recording responses in different environments;
   - Identifying strengths and weaknesses;
   - Identifying learning rates and learning styles.

SEND Support

Where it is determined that a pupil does have SEND, it will be discussed with parents and the children will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. A child's needs are also identified through class Provision Mapping.

ASSESS

- School has an initial concerns checklist which is completed by the class teacher and parents and then discussed with the SENDCO to determine the next steps and the child's needs and strengths.
- Any parental concerns will be noted and discussed.
- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate.
- Share information with external agencies. Where they are not involved, they may be contacted, if this is felt to be appropriate, following agreement from parents.

PLAN

- Planning will involve consultation between the class teacher, SENDCO and parents to agree the interventions and support that are required; the impact on progress, development and / or behaviour that is expected and a clear date for review. A Support Plan will be written, which will include targets, the strategies and support which will be given, success criteria and a review date. The Support Plan will be kept by the class teacher, parents and the SENDCO.
- All staff working with the pupil, will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place

DO

- The class teacher remains responsible for working with the child on a day-to-day basis. Class Teachers have responsibility for planning, monitoring interventions, and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of the support.
- Additional support and assessment of a pupil's needs will be provided by the SENDCO. The SENDCO will seek advice from external agencies if appropriate.

REVIEW

- A child's progress will be regularly reviewed (at least termly) and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly.
- Child's views and parents' views will be taken into account through the employment of Parental and Pupil Review Forms. These are completed with parents at Support Plan review meetings, three times per year (Autumn, Spring and Summer). The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or complex difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or 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.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Teachers / SENDCO
- Parents
- Social Care
- Educational Psychologist / Clinical Psychologist (if appropriate)
- Health Professionals – CAMHS, School Health, Paediatricians

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health, social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
Further information about EHC Plans can be found via the **SEND Local Offer**:
www.derbyshire.gov.uk/SENDD

EDUCATION, HEALTH AND CARE PLANS (EHC)

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.

2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The EHC Plan will also 'move' with the child. The annual review (Child Centred Review) enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support / amending objectives.

WHAT IS THE LOCAL OFFER?

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on; www.derbyshire.gov.uk/SEND

INCLUSION OF ALL PUPILS WITH SEND

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, about individual children, with external agencies when appropriate.

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

LINKS WITH SUPPORT SERVICES

- The school has a strong working relationship and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEND provision at our school and includes:
- Educational Psychology
- Health – School nurse, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, physically impaired
- Physiotherapists, Occupational Therapists
- Support Service for Special Educational Needs
- Social Services
- Multi Agency Teams
- Inclusion team

WORKING IN PARTNERSHIP WITH PARENTS / CARERS

We believe as a school that a close working partnership with parents/carers is vital to ensure that:

- Information is shared with everyone. Parents and carers will meet as a minimum, 3 times per year with the class teacher and SENDCo to discuss their child's needs/progress. This is in addition to their usual parent's evening appointments.

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social, emotional and academic progress of children with SEND
- Personal and academic targets are set and met effectively – support plans are shared with parents and carers 6 times per year and parents and carers are encouraged to comment on these.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see Mr Fletcher (SENDCO) can be made through the school office.

SUPPORTING PUPILS AND FAMILIES

Mr Fletcher is responsible for ensuring SEND children can access KS2 SATs and other assessments that take place during the school year.

When moving to a new year group, information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. When a child moves from another setting / school or transfers to Secondary School staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual children if appropriate.

More information is available through the LA local Offer at www.derbyshire.gov.uk/SEND

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips 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 may also have Special Educational Needs and may have a Statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2020) is followed. Arrangements are put in place to support individual pupils with their specific medical needs / conditions.

Meetings are held between parents, and the relevant medical professionals. Where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014, the school policy is on the website.

ACCESSIBILITY

The layout of the school facilitates easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and ramps outside allow access to the grounds and buildings.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENDCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

EVALUATING SUCCESS

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' Support Plan progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback / pupil feedback
- Improved behaviour of the children, where this is appropriate
- Children who feel happy, safe and want to 'Go Further' in their achievements at our school.

Review

The next review of this policy is in 1 years' time in September 2027
Reviewed by Annette Lupton Date: 06/07/2026
Reviewed by Teaching and Learning Committee: