



Deepdale Community Primary School

SEND Policy 2023- 2024



This policy complies with the statutory requirement laid out in the SEND code of Practice 0 – 25 July 2014 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 July 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 2013 and EYFS statutory guidance Sept 2023
- Safeguarding policy
- Accessibility plan
- Teachers standards 2012

COVID 19

School will ensure that it complies with any guidance specifically around the statutory guidance for Early Years in relation to COVID 19. Therefore, this policy should be read in conjunction with any current advice.

This policy was created by the school's SENDCo, with the SEN governor in liaison with the SLT, all staff and parents of pupils with SEND

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.

The following person is responsible for managing the school's response to the provision we make for children with SEND

Kelly Johnston – SENDCo

Introduction

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

In Lancashire, we have defined inclusion as “a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community.”

We endeavour to achieve maximum inclusion of all children while meeting their individual needs. Every teacher is a teacher of every child, including those with SEND.

Aims

- To provide an inclusive environment that meets the individual needs of children with special educational needs and disabilities.
- To ensure that the special educational needs of children are identified, clearly assessed, monitored and provided for.
- To emphasise the parents voice. Having an excellent dialogue with parents of children with SEND is the centre of provision for all pupils.
- To actively involve pupils in a sensitive way in the development of targeted learning plans and how they are implemented.
- To ensure all staff have a working knowledge of the code of practice.
- To identify the roles and responsibilities of staff in providing for children with SEND.
- To enable all children to have full access to all elements of the school curriculum and school life.
- To provide appropriate teaching which makes learning challenging, enjoyable and successful.
- To ensure outside agencies are involved whenever necessary.
- To ensure accurate assessment, target setting, pupil tracking and data analysis are used effectively to support children's learning and progress.

Objectives

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To plan an effective curriculum to meet the needs of children with special educational needs such as in our provision map and ensure that targets set in targeted learning plans are specific, measurable, achievable, realistic and time related.
- To involve children and parents as co-producers in a person centred approach, in the identification and review of targets, delivery and support made for children in their targeted learning plan.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them: and

- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs and disabilities.

Identifying Special Educational Needs

When looking at the needs of pupils when deciding whether to place them on the SEND register, the 2014 code of practice identifies 4 broad areas of special educational needs.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and or physical

The following may impact on children's learning and attainment but are NOT SEND or Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of serviceman / woman
- Behaviour

Identification and management of SEND pupils

At Deepdale Community Primary School all teachers are responsible for delivering well-differentiated Quality First teaching, including, where appropriate the use of interventions. High quality teaching differentiated for individual pupils is the first step in responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for lack of good quality teaching. All vulnerable learners to be included on a whole school provision map. At Deepdale Community Primary we have a graduated approach to provision for children with SEND.

Graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable them to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo and all class teachers have regular meetings where concerns are expressed. The SENDCo can be consulted at any time for support and advice.
- e) Pupil progress meetings are carried out every half term and used to monitor and assess the progress being made by children.
- f) The school has access to regular SEN advice from a specialist teacher and from Acorn psychology and support services. They can be consulted at any time to observe, assess and give advice.

- g) The school has access to a regular speech and language therapist. Referrals will be made to this service and the NHS speech and language service when a need is identified. This service will offer advice and support to staff working with children for whom speech and language is a need and will also carry out assessments and write reports as needed.
- h) Through (b) (d) (e) and (f) it can be determined which level of provision the child will require.
- i) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- j) A concern form will be completed to identify barriers to learning, assess needs and record actions taken before a child is identified as having SEND.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so 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 refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing our 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 are always sought and we believe in a person centred approach. Where relevant, advice from external support services such as the Speech and language service, Child development centre or specialist professionals will also be considered.

This analysis will require regular review 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 developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

A child will be supported through the provision of appropriate interventions which may be individual or in small groups. They will also be supported through a Targeted Learning Plan. This plan will

- Include individual, short term targets in the areas of the child's needs.
- Detail the strategies that will be used.
- Have a review date and area for the progress to be reviewed.
- Reviews will inform the child's next targets.

Planning will involve consultation between the teacher, SENDCo 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. Where possible pupils are also consulted about what they want to learn, how they like to be supported and how they feel they are progressing.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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 /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo 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. This could include the decision to remove a child from the SEND register. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

School SEND register

Children who need support additional to, or different from their peers will be listed on the school SEND register. We also hold a list of children who are being monitored to assess their level of need and the support needed.

Referral for an Education, Health and Care Needs Assessment

If a child has lifelong or significant difficulties, they may undergo an Education, Health and Care Needs Assessment, which 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. The decision to make a referral for an Education, Health and Care plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Pupils
- Teachers
- SENDCo
- Specialist Teacher
- Educational Psychologist
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a needs assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- a) Following a Needs Assessment, an EHC Plan will be provided by the local authority, if it is decided that 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.
- b) 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.
- c) 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 annual 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.

Supporting Pupils and Families

- The School's SEND information report can be found on the school's website and provides a link to the Local Authorities Local Offer.
- School provides an information leaflet containing a list of outside agencies that can be contacted for support. This leaflet is also available on the school website.
- Year 6 SATs – where children are entitled to modifications or adjustments to their daily class routine, this will also be applied during year 6 SATs. An application must be made for this, evidence of the provision in class must be available.

Admission Arrangements

No child will be refused admission to school on the basis of his or her 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 (see admission policy for the school as agreed with the local authority)

Transition Arrangements

- Children entering nursery are offered a home visit and information about their needs can be discussed at this stage. School will liaise with outside agencies and other early years settings as necessary.
- Children starting full time school are invited to induction visits in the term before they start school. Those who have not been in our nursery are also offered a home visit and information about their needs can be discussed at this stage. School will liaise with outside agencies and other early year's settings as necessary.
- Class to class meetings are held between transition teachers. Any SEND issues are discussed at these meetings. There may be some circumstances, including children with an EHC Plan, where children and parents need to be invited in to school to be part of the transition process and planning.
- Where appropriate, the next class teacher will be invited to the annual review for children with EHC plans.
- Transition to high school will involve children visiting their assigned school. A handover meeting between the SENDCos will take place to discuss any needs and records are passed

on. Where appropriate, additional transition visits will be carried out. A planning meeting is held in the Autumn Term.

- Children with SEND from other schools are supported through their induction to the school by the class teacher and SENDCo to ensure they have a smooth transition. Contact will be made by the SENDCo to the previous school regarding any outside agencies and additional support, in order that appropriate provision can be in place and continued.

Supporting Pupils at school with medical conditions

- The school recognises that pupils at school 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 an EHC Plan which brings together health and social care needs as well as their special educational provision and the SEND code of practice (2014) is followed.
- See the medical needs policy for further details.

Monitoring and evaluation of SEND

At Deepdale Community Primary School we have many different ways of gathering information to evaluate the success of our SEND provision. We have a provision management approach involving the mapping of SEND provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve.

- SEND action plans (reviewed termly).
- Regular report to governing body.
- Meet with SEND governor.
- Invitation for discussion with parents.
- Parents evenings.
- Parental questionnaire.
- Parents being involved with individual target setting by discussing, reviewing and having their views recorded.
- Children being involved in discussing, constructing, reviewing and having their views recorded on their Targeted learning plans and One Page profile.
- Targeted learning plans monitored.
- Reviewing provision map.
- Monitoring systems for interventions.
- Regular liaison with specialist teacher and Acorn Psychology and support services.
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded.
- Any external evaluation, monitoring visits or inspections.
- PIVATs monitoring.
At least termly meetings with all teaching staff and TAs.
- Regular monitoring including walk throughs, book scrutinies, planning scrutinies, monitoring of interventions.
- Assessment tracking and evaluation through pupil progress meetings.

The information gained from provision management is used to identify how effective provision is in enabling pupils to achieve academic and wider outcomes.

Resources

The governors will ensure that the needs of pupils are met by employing a SENDCo and inclusion manager. The Head teacher and SENDCo will use the child's EHCP to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

Resources will be allocated to meet the needs of pupils via our provision map. This may include, time specific interventions, Acorn Psychology support, specialist teacher input, Learning mentor support, Speech and language therapy.

Money may also be spent on further additional resources which are kept centrally, staffing costs and time allocated to the SENDCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENDCo.

Training

Through the monitoring and evaluation of our provision, the SENDCo, Inclusion manager and Head teacher will identify any particular development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and / or performance management objectives. Staff who attend outside courses will feedback through staff meetings or department meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCo and inclusion manager.

In house training will be provided as required, drawing on the expertise of specialists and outside agencies.

Role and responsibilities

Provision for the children with SEND is a matter for the school as a whole. In addition to the Governing body, the Head teacher, the SENDCo and all other staff members have important day to day responsibilities. All teachers are teachers of children with SEND and for this reason provision is a whole school responsibility.

SEN Governor; Mrs Shaheeda Batan

Governors' role

The governing body must:

- Do its best to ensure that the necessary provision is made for any child who has Special Educational Needs;
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all children with special educational needs;
- Have a written SEND policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice);
- Report to parents/carers on the implementation of the school's policy for children with special educational needs.

The governors also play an important role in ensuring that

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and how personnel and resources are deployed;
- SEND provision is an integral part of the School Improvement Plan.
- The quality of SEND provision is continually monitored.

Head teacher: Nawal Mirza

The role of the Head teacher

- To be the school's responsible person for the overall management of SEND work in school.
- To keep the governing body informed of the school's work regarding SEND.
- To work closely with the school's SENDCo.
- To be responsible for managing PPG/LAC funding.

SENDCo: Kelly Johnston

The role of the SENDCo

The SENDCo is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEND policy;
- Providing advice to staff supporting, liaising with them and where necessary the completion of Targeted learning plans;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body;
- Co-ordinating the range of support available to children with special educational needs;
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.
- To take responsibility with the school business manager for managing the school's responsibility for meeting the medical needs of pupils.

Role of SEN teaching assistants

Deepdale Community Primary School employs members of staff to meet the individual needs of children.

These staff are line managed by the SENDCo.

Their duties include

- Meeting any medical needs.
- Working closely with the class teacher to provide intervention to ensure progress towards targets.
- To liaise with other professionals and follow advice and guidance.
- To undertake relevant training.
- To contribute towards reviews and relevant meetings.

Confidentiality and Data Protection

Deepdale Community Primary School has a duty of care and responsibility towards pupils, parents/carers and staff. It also needs to work with a range of outside agencies and share information on a professional basis. The care and safety of the individual is a high priority

- All information about individual children is private and should only be shared with those staff that have a need to know.
- All special educational needs information about a child is held in a safe and secure place which cannot be accessed by individuals other than school staff.
- The school prides itself on good communication with parents and carers and staff are always available to talk to both children and parents/carers about issues surrounding their child's SEN or disability that are causing concern. The school encourages children to talk to parents/carers about issues causing them concern and may in some cases support the children to talk to their parents.
- Parents/carers and children should feel reassured that only in exceptional circumstances confidentiality will be broken.
- All children have a right to the same level of confidentiality irrespective of medical concern, disabilities and special educational needs. A lot of data is generated in school by these categories but individual children should not be able to be identified.
- Permission will be sought from parents before speaking to other professionals about their child for example the Educational Psychologist.
- Health professionals have their own code of practice dealing with confidentiality. Staff should be aware of children with medical needs and the class information sheet should be accessible to staff who need that information but not on general view to other parents/carers and children.
- Information about children will be shared with parents but only about their child. However, parents should be aware that information about their child will be shared with the receiving school when they change school.
- Information held by school on individual children is archived in a secure place. All personal information about children should be regarded as confidential. It should be clearly understood by those who have access to it, and whether those concerned have access to all, or only some of the information. Information regarding health reports such as speech therapy, medical reports, SEN reports, SEN minutes of meetings will be circulated in envelopes and once read should be returned for secure filing or filed in class SEN files which are kept secure.
- Any information kept digitally can only be accessed by secure password held by the Head teacher, SENDCo and SLT.
- Information about individual children will not be kept digitally on personal computers only on school computers or laptops.
- Emails regarding children with SEN or disabilities are sent through a password secure email facility and children cannot be identified.

Reviewing the policy

This policy will be reviewed annually by parents, staff, and governors.

If there is significant change within Deepdale Community Primary School, the policy will be reviewed at the time of change.

Accessibility

This Accessibility Policy and Plans are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Deepdale Community Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan has been drawn up to cover a three-year period. The plan will be updated annually. Please see appendix 3

Complaints procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCo. Should the matter still be unresolved it should be brought to the attention of the Head teacher. If the Head teacher is unable to resolve the difficulty the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority. The school must also make provision to inform parents about Parent Partnership and how to make representations to the LEA.

Appendices

SEND information report

SEND handbook

Accessibility plan