

Linton Primary School

Special Educational Needs and Disability (SEND) Policy

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Website publication required?	Yes

Linton Primary School Special Educational Needs and Disability (SEND) Policy

Definitions of special educational needs and disabilities taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-guide-for-parents-carers-and-carers>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with a new Education, Health and Care (EHCP) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view more about this on the Derbyshire website

<http://www.derbyshiresendlocaloffer.org/>

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.

Linton Primary is committed to providing the highest quality of education for all pupils. We believe in working together to make sure that school is a safe, secure, friendly and purposeful place where children are encouraged, challenged and supported to do their best to learn. In order to do this we are committed to a programme of continual school improvement. We know that it is important for children to enjoy lessons and we actively look for ways in which we can engage and interest pupils through a varied and interesting curriculum.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents /carers, education, health and care services and early years settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents /carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Support Service for Special Educational Needs (SSSEN), Educational Psychology Service (EPS) Speech and Language Therapy (SLT), Behaviour Support Service (BSS) Autism Outreach (AO) Children and Adult Mental Health Service (CAMHS), Sensory and Physical Support Services (SPSS), Specialist Teachers of the Deaf and the Visual Impairment Team.

As of September 2024, the following services have undergone restructuring and have been replaced by the Inclusion Support Advisory Service.
SSSEN, BSS, AO.

The school has been allocated an ISAT (Inclusion Support and Advisory Teacher) who works closely with the Sendco. More information on their services is available on the link below.

<https://www.localoffer.derbyshire.gov.uk/education-and-learning/inclusion-support-advisory-service/inclusion-support-advisory-service-isas.aspx>

The school is now affiliated with Compass Mental Health. We have a Link Practitioner who meets with the Sendco on a half-termly basis. Referrals are made via school or Parents/Carers can make a referral via the website.

<https://www.compass-uk.org/services/compass-changing-lives/>

Create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as after school clubs, Pupil Voice, reading ambassadors, anti-bullying ambassadors, anti-stigma ambassadors, residential visits, school performances and sports teams.

2. Responsibility for the coordination of SEND provision

The person co-ordinating the day to day provision of education for pupils with SEND is Claire Pett (SENDCO). Contact can be made by telephone (01283 760382) or email senco@linton.derbyshire.sch.uk

The person responsible for overseeing the provision for children with SEND is Catherine Hollis, (Headteacher)

3. Arrangements for coordinating SEN provision

The SENDCO will hold details of all SEND records for individual pupils.

All staff have access to:

Linton Primary School SEND Policy

Guidance on identification of SEND in the Code of Practice

Information on individual pupils' special educational needs, including pupil profiles, **EHCP plans and targets set** and copies of their Personal Learning Plans (PLPs). Practical advice, teaching strategies, and information about types of special educational needs and disabilities

Information available through Derbyshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents /carers in order to aid the effective coordination of the school's SEND provision.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We seek specialist SEND provision and training from SEND services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

Identification of pupils needs

See definition of Special Educational Needs at start of policy.

A 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 and grade boundaries will be monitored.
- b) 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.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents /carers 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.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. A child who may be considered to have SEND will be placed on a monitoring list for 2 terms whilst any assessments and further observations are completed by both the class teacher and SENDCO. After this period of monitoring, it will be decided if the child should come off monitoring or they need to move onto the SEND register and further intervention and involvement with outside agencies is required. Any

concerns will be discussed with parents /carers informally or during parents /carers evenings.

i) Parent's evenings are used to monitor and assess the progress being made by children. **Appointments are made available with the Sendco.**

SEND Support

Where it is determined that a pupil does have SEND, parents /carers will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND 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 known as the 'graduated approach'. This consists of the following cycle:

- 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 the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents /carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental/carer concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

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 /carers.

Plan

Planning will involve consultation between the teacher, SENDCO and parents /carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental / carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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 teacher. They will work closely with teaching assistants and 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 of a child's progress will be made regularly. 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 where necessary their parents /carers. 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 /carers and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant 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 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 Plans will combine information from a variety of sources including:

- Parents / Carers
- Teachers
- SENDCO
- 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 group of people from education, health and social care, who are in no way connected to the child or school, about whether the child is eligible for an EHC Plan,. Parents /carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, 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 /carers will be involved developing and producing the plan.
- b. Parents /carers 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 /carers, any outside agencies that are involved, 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.

Access to the curriculum, information and associated

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents /carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents /carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEND

The Head teacher and SENDCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

Advice will be sought from the ISAT for children who have behavioural concerns.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents /carers and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents /carers.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice and school practice. SEND provision and interventions are recorded on a Personal Learning Plan (PLP), which is updated termly. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents /carers and governors. This helps to identify whether provision is effective.

Complaints procedure

If a parent/ carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those are identified through the use of provision management.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents /carers.

Working in partnerships with parents /carers

Linton Primary School believes that a close working relationship with parents /carers is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents /carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents /carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents /carers and the pupil will always be consulted with regards to future provision. Parents /carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governor (Mrs J. Walden) may be contacted at any time in relation to SEND matters.

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