



Inkersall Primary Academy

Special Educational Needs and Disability (SEND) Policy and Procedures

The Local Governing Body of Inkersall Primary Academy adopted this policy statement in May 2021. The policy will be reviewed annually, no later than May 2022

Legislative context

Definition of Special Educational Needs and Disability

Section 20 of the Special Educational Needs and Disability Code of Practice (0 - 25 years) 2014 states that: "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 him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEND if he or she is likely to fall within the definition at (a) or (b) above when they reach compulsory schools age 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. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities". This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014). The statutory duties on schools under the Equality Act (2010) remain.

Aims and Objectives

This policy explains how our school makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements. (SEND Code of Practice 2014, Equality Act 2010).

At Inkersall Primary Academy we aim to:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice 2014
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- Provide a SENDCo and associate SENDCos who will work with the SEND Inclusion Policy
- Make clear the expectations of all the partners in the process
- Provide support and advice for all staff working with special educational needs pupils
- Develop and maintain partnership and high levels of engagement with parents

Our objectives are to:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services 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 coordinated by the class teacher and will be monitored and regularly reviewed by the SENDCo, associate SENDCos and Head Teacher in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with** parents 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, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole.
- **Work with outside agencies** when the pupils' needs cannot be met by the school alone. We have links with Derbyshire County Council SENDCo Network and Spence Academy Trust SEND Network.

We work with Health professionals including Speech and Language Therapists, School Nurse, and Health Visitor, the Local Authority (LA), Family Specialist Support Services, the Educational Psychologist, Social Care and the Children Centres.

- **Create a school environment where pupils feel safe** to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in the decision-making but also encouraged through wider opportunities for participation in school life.

School Values and Ethos

Through our SMART ethos and our GROW curriculum we celebrate every child showing that we are all unique and special and that we work together for the success of every child. We pride ourselves on forming excellent relationships with pupils, parents and outside agencies to ensure children who have special educational needs and/or disabilities are included and valued in all aspects of school life.

We have a clear plan to support children with SEND to ensure progress following the Assess, Plan, Do, Review cycle.

Assess

Growing understanding of pupils needs – half-termly data analysis, early identification, weekly RAG meetings (meetings with teacher and phase leaders) and discussions with parents/carers

Plan

Learning Plans are created to give smart short steps to meet targets, which lead to meeting the yearly outcomes set out on the overview.

Do

Interventions, work and activities are set to meet targets set out on the Learning Plan.

Review

Weekly monitoring, intervention meetings, RAG meetings, pupil and parent meetings (half-termly), outside agency observations.

At the heart of everything we do is for the children and every child's success is celebrated. Parents are key to children's success and we work in partnership. This is the link to Derbyshire County Council's Local Offer

<https://www.derbyshire.gov.uk/education/schools/special-educational-needs/send/the-local-offer/the-local-offer.aspx>

Responsibility and Accountability

The person coordinating the provision of education for pupils with SEND is the SENDCo.

The SENDCo:

- Manages the day to day operation of the policy
- Acts as a link with parents;
- Co-ordinates the provision for and management of the responses to the children's special needs;
- Support and advises colleagues;
- Contributes to and manages the records of all children with special education needs;
- Manages the school-based assessments and completes the documentation required by outside agencies and the Local Authority;
- Acts as the link (along with Inclusion Team) with external agencies and other support services; and
- Monitors and evaluates the special educational needs provision and reports to the governing body.

The SENDCo will hold details for all SEND support records such as provision maps, structured conversations for individual pupils.

All staff can access:

- The Inkersall Primary Academy SEND Policy;
- A copy of the full SEND Register or alternative school document used for tracking this cohort
- Guidance on identification in the code of practice (SEND support, pupils with Education, Health and Care Plans and Graduated Response Individual Plan);
- Information on individual pupil's special educational needs and disabilities;
- Practical advice, teaching strategies and information about special educational needs and disabilities; and
- Information available through Derbyshire County Council's SEND local offer.

This information is accessible to all staff and parents in order to aid the effective coordination of the schools SEND provision. In this way, every staff member will have access to 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 for all pupils. With regards to accessing assessments, we look at each child on an individual basis. The SENDCo, associate SENDCos and Phase Leaders are jointly responsible for this.

All staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern from staff, a referral to the SENDCo should accompany a structured and well-differentiated teaching programme.

Admission Arrangements

Admission arrangements are determined by the Local Authority. We would not discriminate against the admission of any child on the grounds of his/her Special Educational Needs or Disability.

For pupils with statements of Special Educational Needs or Education, Health and Care plans the LA determines admission, having regard to parental preference and in consultation with our governing body.

Places at Inkersall are allocated according to the governors' admissions policy which does not allow for any discrimination for or against the admission of a child to the main school on the grounds of their Special Educational Needs or Disability.

Identification and Assessment of SEND Provision

All pupils in school study a full range of subjects, including the National Curriculum. All teachers recognise their responsibility to provide access to the curriculum for all pupils in their class.

The in class support provided by teaching assistants, SSEN (Support Service Special Educational Needs) and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.

Quality First Teaching- A graduated approach – see Appendix 1

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 aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCo and associated SENDCos will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. If a pupil has recently been removed from the SEND support list they may also fall into this category as continued monitoring will be necessary.
6. Parents will be fully informed at 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.
7. The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information in Teacher Parent meetings. It is recorded by the school as an aid to further progression and future reference.
8. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings are dependent on the individual child's needs and progress being made. Weekly monitoring will take place.

1. Initial Concern

If a child causes concern e.g. because they are not making progress or exhibiting different /challenging behaviour, the class teacher will make provision to meet their needs. The SENDCo will support class teachers in ensuring effective provision. These children will be closely monitored and data analysed half-termly.

2. SEND Support

SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEND support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy and numeracy skills
- Show persistent emotional / behavioural difficulties which are not affected by behaviour management strategies
- Have sensory / physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and / or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

The involvement of external services will be sought as required after full consultation with parents. External support services will advise on provision and provide specialist inputs to the support process.

Advice from external agencies will be sought when a pupil

- Still makes little or no progress in specific areas over a long period
- Continues to work at a National Curriculum stage considerably lower than that expected for a pupil of a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting provision map will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

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/carer. 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:

- Parents
- Teachers
- SENDCo/ Associate SENDCos
- Social Care and/or
- Health Professionals

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in a provision map
- Implemented in the classroom

- Delivered by the class teacher with appropriate additional support where specified.

EHCPs

EHCPs must be reviewed annually (biannually for Early Years children). The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- The Local Inclusion Officer
- The Educational Psychologist
- Any other person considered appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year.

At end of Key Stage 2 transition reviews receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Further information about the EHC Plans can be found via the Local Authority SEND website: <https://www.derbyshire.gov.uk/education/schools/special-educational-needs/send/special-educational-needs-and-disabilities-service-send.aspx>.

Alternatively, parents can speak to the SENDCo at Inkersall Primary Academy.

GRIP Funding

A source of funding is available to enable schools to access a higher level of funding without the necessity to request an EHCP for pupils with significant barrier to learning. If additional funding is needed to support the needs of a pupil who meets this criteria, the class teacher and the SENDCo will formulate an application for additional funding from the LA.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Derbyshire IASS and any other support services they could access.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Setting of targets
- Regular meetings with named adults
- Working with adults in small groups and one-to-one sessions
- EHCP reviews

Transition

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 Plan, Graduated Response Individual Plans and those without. The school liaises and links closely with early years' settings, local primary schools and local

secondary schools to ensure carefully planned and structured transition programmes between key stages and between schools.

Class to Class Transitions

Each year, time is given for new class teachers to discuss each child in detail with the next class teacher including any barriers to learning and quality teaching strategies to support each child. Class teachers also have a meeting with the SENDCo to ensure children's needs are fully understood and provision accurately reflects and supports each child's needs. The transition programme involves children visiting their new class on several occasions. The children are given a transition booklet to familiarise themselves with their new class and the people they will be working with. We hold a meet the teacher open evening for parents as part of the schools transition arrangements.

Secondary Transition

The feeder secondary schools send pastoral forms for the year six class teachers to complete, these are then returned to each child's secondary school by our administration team. Each secondary school arranges transition visits in the summer term. At Inkersall Primary Academy, we liaise closely with secondary schools to arrange additional transition visits, if required, for children with SEND to ensure their transition from primary to secondary school is successful.

Methodology for Intervention

We employ a team of teaching assistants to support the SENDCo and Class teacher in supporting children with special educational needs and delivering interventions where appropriate. Where relevant, external specialist services for example SALT (Speech and Language Therapy), will provide advice/ strategies/ interventions, as applicable to both the school and home, in order to further support the child. Weekly RAG meetings and termly reviewed Learning Plans as well as data collection, inform class teachers, SLT and the SENDCo of where interventions are needed, what they will be and who will need them.

CPD/ Training in SEND

We aim to keep all 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 and the Derbyshire County Council SENDCo Network as well as the Spencer Academy.

Network meetings. The SENDCo/ SLT, 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, staff and children's needs.

Accessibility and Inclusion

The school has a range of specialist SEND facilities in place. There are disabled toilets for pupils with physical disabilities as well as a lift to allow access don stairs. Further information

can be found in the school disability access plan. All children are included in all aspects of school life. We ensure this happens through quality first teaching and differentiation, clearly structured interventions and deployment of Teaching Assistants.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils at SEND support any one or more of the following agencies may be involved:

- Educational Psychology Service EPS
- Educational Welfare Service
- Behaviour Support Service
- Physical and Sensory Support Services

For children who need additional support we buy into the targeted support services run by Derbyshire County Council.

Links with other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Occupational and Physiotherapy
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service-DIASS

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 SENDCo or Head Teacher, who will be able to advise them on formal procedures for complaint.

Contact Details and Policy Review Arrangements

Inkersall Primary Academy

Inkersall Green Road

Chesterfield

S43 3SE

Tel: 01246 472370

Email: info@inkersall.derbyshire.sch.uk Website: www.inkersallprimary.co.uk

Principal: Sarah Allison

SEND Governor: Nicole Browne

SENDCo: Miss Amanda Harbottle

Appendix 1 – Graduated Response

Action	Who is involved?	What is involved?	Next Steps
Differentiation Quality First Teaching	The class teacher is responsible for differentiating work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at SEND Support. The teacher responsible for the child informs the SENDCo of the concern
SEND Support – Stage 1	The child is placed on the SEND register at SEND Support. Appropriate interventions are identified and parents/carers are informed.	Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. These are recorded termly on the class Provision Map which is reviewed regularly by class teacher and SENDCo and shared with parents/carers.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
SEND Support – Stage 2	The SENDCo requests advice from an external agency. The class provision map is adapted with parents/ carers based on the additional guidance given. The teacher involved delivers the plan of action.	The Provision Map is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The Provision Map is updated as targets are met and reviewed termly.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for EHCP.
Stage 3	SENDCo, external agencies, parent/carers and medical professionals	Based on the review carried out at stage 2, an application for additional funding will be applied for to further support the progress of the child. SMART targets are created to achieve future outcomes. These are then implemented in the classroom and progress is closely monitored.	Using the additional funding, specifically for the individual needs of the child and based on the advice and recommendations of professionals involved, progress will be made. An annual review will take place and from there, a further funding application will be applied for or, if needed, an EHCP application will begin.

Stage 4	SENDCo, external agencies, parent/carers and medical professionals. An EHCP maybe required for long term complex medical and SEND needs.	Advice is taken from all professionals to begin the EHCP process. SENDCo will take advice from outside agencies and parents/carers to collect evidence and complete the application. An assessment will be carried out by the local authority.	Actions to be monitored and reviewed by SENDCo. EHCP plan reviewed annually with all professionals involved, as well as parents/carers.
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