



# Coton-in-the-Elms Primary School

## SEND Policy

Version	Last Review	Reviewed by	Next Review	Comments
4	September 2022	Jo Smith & Stephanie Marbrow	September 2023	Includes reference to the use of continuums to set targets and track small steps of progress and the completion of SEND Passports half termly
5	February 2024	P. Jones	February 2025	GRIP funding has been changed to Inclusion Panel funding. Added comment regarding pupils living cross county and impact on making referrals/ securing support services)
6	February 2025	P. Jones	February 2026	Inclusion of changes made within the LA to SEND structure.

## Page

1	Identification of pupils with special educational needs	3
2	Objectives for SEND provision	3
3	Role of the Governing body	3
4	Role of the Headteacher	4
5	Role of the special educational needs co-ordinator (SENCo)	4
6	Role of the teachers	4
7	Role of the teaching assistants	5
8	Possible resources for SEND	5
9	Identifying children who have special needs	5
10	Monitor status	6
11	SEN support	6
12	Education health care	6
13	SEND need types	7
14	Monitoring and Evaluation	7
15	Staff development	7
16	Risk assessment	7
17	Partnership with parents	8
18	Pupil participation	8
19	Partnership with other bodies	8
20	Glossary	9

## **1. Identification of pupils with Special Educational Needs**

The current Code of Practice states that, "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age; have a disability, which prevents or hinders them from making use of educational facilities provided for children of the same age or are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught. The priority for these pupils is to develop their receptive and expressive language skills by submersing them in opportunities to learn formal and informal language within the classroom. If the child is suspected to have or known to have learning needs, appropriate provision can be made.

## **2. Objectives for SEND Provision**

The school will endeavour to meet the Special Educational Needs of all pupils at the school. This will be achieved by:

- Admitting all pupils to the school on the basis of the school's admissions policy and welcoming all pupils, including those with Special Needs.
- To plan and implement a well-structured curriculum which fulfils all statutory requirements and which is matched to the learning needs of each pupil.
- Enabling the teacher to make appropriate provision for their pupils through the provision of appropriate support, information and advice.
- Developing a partnership between parents, pupils and the school, in which each has an active role to play in the education of the pupil with special needs.
- Developing wide community involvement in special educational needs through the multi-agency partnerships.
- Identifying, as part of the School Improvement Plan, required resources and evaluating their impact.
- Providing an appropriate framework for screening and assessment, which will enable early identification of pupils with special needs, including Specific Learning difficulties (dyslexia).
- Ensuring all staff use Reasonable Adjustments within the classroom as part of good quality teaching.
- Providing clear procedures, using the Special Needs Code of Practice, to monitor progress and liaise, formally and informally with parents.
- Recording and evaluating additional provision for all pupils on a Provision Map

## **3. Role of the Governing Body.**

Working in partnership with the Headteacher, the Governors are expected to agree the school's general policy and approach, to meet the needs of the SEND pupils. Through the performance management process, Governors ensure that the Headteacher addresses monitoring, progress and attainment levels for all pupils with Special Educational Needs.

Through the school's self-review procedures, Governors monitor the effectiveness of the school's SEND policy and provision. All Governors will have an up to date overview of the school's SEND provision, but one Governor is designated to have a special responsibility for SEND, liaising with the SENDCo and reporting regularly to full Governors' meetings.

#### **4. Role of the Headteacher.**

The Headteacher is expected to ensure that the Governing body is fully informed of SEND provision. If a separate SENDCo is appointed, they are expected to oversee the work of the Special Needs Co-ordinator and to ensure an efficient and effective strategic approach is maintained to monitor provision, attainment and progress for pupils with Special Educational Needs.

They must ensure all SEND policies comply with Government regulations and are published on the school website. As part of the Assess, Plan, Do, Review approach, the headteacher should ensure that each pupil is reviewed termly and that the cycle is included on the termly academic calendar to support staff workload.

#### **5. Role of the Special Educational Needs Co-ordinator (SENDCo)**

The SENDCo is responsible for the operation of the school's SEND policy by:

- Giving input into the staffing arrangements for SEND support staff.
- Disseminating SEND information to support staff and teaching staff.
- Inputting into the management of the SEND provision through the devolved SEND budget.
- Co-ordinating provision for pupils with SEND particularly through 'Monitor' and 'SEND Support'.
- Liaising with and advising fellow teachers and support staff.
- Completing diagnostic assessments to identify specific areas of need, to support staff in providing appropriate intervention
- Maintaining the school's SEND register and keeping accurate records of all SEND pupils.
- Liaising with parents of SEND pupils.
- Liaising with external agencies.
- Liaising with other schools when dealing with transition of SEND pupils
- Contribute to in-service training.
- Ensuring that the Headteacher is fully informed of progress and attainment.
- Compiling a report on SEND for Governors
- Ensuring that the policy is reviewed annually.
- Monitor the progress of individuals, using the SEND Continuums as an assessment tool.

#### **6. Role of the Teachers:-**

- To differentiate work to an appropriate level for all pupils, to aid accessibility to a broad and balanced curriculum
- To devise strategies and identify appropriate methods of access to the curriculum, working with the pupil and providing further help on a daily basis.
- To provide any reasonable adjustments required for pupils as part of good quality teaching
- To gather information to support initial identification of SEND and to register concern with the SENDCo after completing a 'Cause for Concern' form.
- To plan and deliver identified targets and curriculum considerations as part of a Classroom Support Plan produced for pupils who are being monitored.
- To plan and deliver Learning Programmes with targets and interventions for pupils who have been placed at SEND Support or have an EHCP and are on the school's SEND register
- To ensure all provision is recorded half termly on the cohort's provision map
- To meet with parents regularly, including the pupil in the meeting, as appropriate, to evaluate progress and discuss further targets

- To maintain clear records of all learning plans and meetings and to inform the SENDCo of all developments concerning the pupil.
- To follow the school's agreed calendar for assessment, planning and reviewing of learning plans □  
To use the SEND Continuums to create targets and help assess progress.

## **7. Role of the Teaching Assistants.**

Teaching assistants support the teaching and learning of individuals and groups of pupils by:

- Differentiating provision for groups of pupils as identified in school support strategies.
- Supporting pupils in achieving targets identified in Education, Health and Care Plans or Individual Education Plans (IEPs) either in the classroom, small group intervention or 1:1 support.
- Maintaining clear records of interventions using the child's planner and/or Intervention Summary sheets provided
- Providing feedback to the teacher and recording outcome and engagement levels on the cohort Provision Map, at least termly, following intervention support
- Participating in planning meetings with class teachers and senior leaders
- Having clear information on the specific special needs of the individual pupils that they are supporting.
- Enabling the teacher to work (one-to-one/small group) with SEND pupils when appropriate, by supervising the other pupils in the class.

## **8. Possible resources for SEND**

The School is funded to meet the needs of all their pupils through its SEND National budget but it also receives funding for specific pupils to meet their assessed needs if a child has been awarded an Education, Health and Care Plan or Inclusion Panel Funding. All resources will be deployed effectively to meet the needs of individuals and groups.

SEND resources are stored with the SENDCo. Training in their use will be offered to teachers and teaching assistants, as appropriate.

## **9. Identifying children who have Special Needs**

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, the class teacher, supported by the SENDCo, should collect information/evidence about the pupil on a 'Cause for Concern' form and discuss this with the parents. The SENDCo and the class teacher should plan future support for the pupil, then monitor and review the targets set.

A lack of progress may be indicated by little or no progress despite the use of targeted teaching approaches; working at levels significantly below age expectations, particularly in English and Maths; expressions of concern by parents that are reflected in learning outcomes; presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed; sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment; poor communication or interaction with adults and/or peers, e.g. speech and language difficulties, autism, which requires specific interactions to access learning. or use of Dyslexia indicator check list for pupils showing specific learning difficulties.

## **10. Monitor Status**

The triggers for intervention through 'Monitor' will be a concern, underpinned by evidence about a child who despite receiving differentiated learning opportunities makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness. A 'Cause for Concern' form

will have been actioned and evidenced. The child may also show signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas. He/she may present with persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in school. They may have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment. Communication and/or interaction difficulties may impede social connections despite the provision of a differentiated curriculum. In some cases, professionals from health or social services may already be involved with the child. It is expected that interventions will be planned, as agreed at the Pupil Progress meeting. These will be reviewed half termly and if no progress is made, over a period of time, the pupil may be placed at SEND Support on the SEND Register, in agreement with the SENDCo.

## **11. SEND Support**

The triggers for SEND Support will be that, despite receiving individualised support at Monitor status, the pupil continues to make little or no progress in specific areas over an agreed period, continues working at Standardised Scores substantially below 80 especially in two or more areas; continues to have difficulty in developing English and mathematics skills. They may also have emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class/group, despite having an individual behaviour management programme. He or she may have sensory or physical needs, and require additional specialist equipment or regular advice or visits by a specialist service. He or she may have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In agreement with parents, a child should be placed on the SEND register and a detailed Learning Programme created, identifying the specific support required in order for that child to make progress. The SENDCo will complete additional diagnostic assessments to identify any additional needs and complete a Pupil Information Record. External support may be requested by the SENDCo to provide additional specialist assessment or to be involved in teaching the pupil directly. The delivery of the interventions continues to be the responsibility of the class teacher. It may be appropriate, at this stage, for the school to apply additional funding to help resource the provision identified. Parents will always be consulted and kept informed of the action taken to help the pupil, and the outcome of this action.

The local authority provide SEND support through a centralised system (ISAS) The Inclusion Support Advisory Service aims to ensure the inclusion and achievement of children with special educational needs, by proactively responding to their unique characteristics, strengths, needs and choices. Support in school is accessed through the schools ISAT (Inclusion Support Teacher)

The ISAT is the key contact to support schools to help with developing the skills and understanding of specific needs. Support and advice will be offered across the 4 broad areas of need with a focus on upskilling school staff.

## **12. Education Health and Care Plan (EHCP)**

A child will be brought to the attention of the Local Authority if s/he has failed to make progress over a period of time, despite targeted, good quality interventions and where the child is working around the first centile, if it is a learning difficulty. The EHC Needs Assessment can be made by the child's school, from a parent or a referral by another agency. Where the evidence presented suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special provision that cannot reasonably be provided from the resources normally available to mainstream schools, the Local Authority will consider the case for an EHCP assessment of the child's special educational needs.

All EHCPs must be reviewed at least annually with the parents, the pupil, the school and other professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or the special educational provision specified in the EHCP. The annual review should focus

on the child's achievements as well as on any difficulties which need to be resolved. At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will need at the secondary stage. The final review of the pupil in primary school should be attended by the SENDCo of the receiving secondary school to allow planning for appropriate targets to start at the beginning of the new school year and enable the pupil and parents to be reassured that an effective transfer will occur.

### **13. SEND Need Types**

At all SEND levels, it is necessary for staff to identify the types of need that are being indicated and addressed. This may be a general learning difficulty in a range of areas, or a Specific Learning Difficulty, such as spelling, reading or maths. Other areas to consider are Social, Emotional and mental Health concerns, Physical or Sensory needs or Communication and Interaction difficulties.

### **14. Monitoring and Evaluation**

The SENCo, Headteacher and Governors will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. Success factors will include:

- Early intervention of pupils with SEND.
- Pupil views and opinions.
- The school and parents working in an effective partnership.
- Evaluation of individual progress and data collection.
- The way in which the school works in close co-operation with other agencies and fosters multiagency working.
- Regular reviews of Inclusion funding, EHCPs and Learning Plans.

### **15. Staff Development**

The school is committed to developing the expertise of all staff in Special Educational Needs to enable them to meet the needs of all the pupils. This will include in-service training, support from the SENDCo and meetings within the subject teams.

### **16. Risk Assessment**

When a pupil displays inappropriate behaviour or who is a danger to themselves or other children or adults, then a risk assessment must be put in place. The following points must be followed:

- The class teacher will discuss concerns about a pupil with the Headteacher.
- The class teacher and SENDCo will meet to complete the 'Risk Assessment' form.
- The class teacher and SENDCo will then meet with the pupil's parent(s) to discuss the risk assessment.
- The parent(s) must sign the risk assessment form.
- All staff teaching the pupil must be made aware of the risk assessment for the pupil and the actions which have been agreed between staff and parents. These actions must be followed.
- Informing all staff who teach the pupil is the responsibility of the class teacher.
- Staff must keep the Headteacher and SENDCo informed of any incidences as the information on the risk assessment form may need changing at any time.

### **17. Partnership with Parents**

The school actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Effective communication
- Acknowledgement of the parents' role as a partner in the education of their child.
- Recording parental views as part of any review procedure.
- Giving parents access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- We offer direct support through Compass Changing Lives to support parents with behaviour, mental health and well being through parenting courses.

The parents of any pupil with special educational needs are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff. The school has produced a booklet to aid communication and understanding with parents/carers. The booklet “**Inclusion and Family Wellbeing**” highlights **SEND** (Special Education Needs and Disabilities and **SEMH** (Social, Emotional and Mental Health)).

## 18. Pupil Participation

The school acknowledges the pupil's role as a partner in their own education, and will develop their participation in the decision making process by:

- Listening to and valuing their views.
- Involving them in review meetings to discuss progress and future provision as appropriate.
- Involving pupils in target setting and information of PPPs.
- Recording pupil's views as part of the review process.
- Effective communication.

## 19. Partnership with other bodies.

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, Derbyshire Local Authority, the Health Services and Social Services is vital to secure the most effective assessment, intervention and deployment of resources for pupils with SEND. School are also mindful that intake of pupils and families are close to county boarders therefore resources and support may be requested from other Local Authorities. (Staffordshire, Leicestershire)

Services who currently support the school are:

- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Early Help
- Compass Changing Lives (Child and parent mental health and wellbeing service)
- Speech and Language
- ISAT (Inclusion Support Advisory Teacher)
- ISAS (Inclusion Support Advisory Service)

## 20. Glossary

There are many SEND terms that are abbreviated. Below is a glossary of the most used SEND terms.

- SEND Special Educational Needs
- AOT Autism Outreach Team
- ASC/D Autism Spectrum Condition/Disorder
- CAMHS Child and Adolescent Mental Health Service
- CSP Classroom Support Plan for children who are currently being closely monitored for additional needs
- DIASS Derbyshire Information, Advice and Support Services
- EHCP Education, Health and Care Plan. Previously, this has been called a 'Statement'
- EP Educational Psychologist
- Inclusion Panel Funding (Previously known as (GRIP Funding)  
ISAS Inclusion Support Advisory Service  
ISAT Inclusion Support Advisory Teacher
- LP Learning Programme (previously known as Individual Education Plan)
- LST Local Support Team
- OT Occupational Therapy
- SALT Speech and Language Therapy Service
- SEN CoP Special Educational Needs Code of Practice. The SEN Code of Practice is a legal document that sets out the requirements for SEN.
- SEN Support Special Educational Needs Support.
- SENCo Special Educational Needs Coordinator
- SEND Special Educational Needs and Disabilities