



# **PRIMARY SCHOOL**

# **SEND POLICY**

Owner	Head of Primary
Authorised by	Headteacher and Governors
Dated	September 2018
Review	September 2019

## PRIMARY (including EYFS)

### POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

#### **Rationale**

Derby High Primary School adopts a 'whole school approach' to special educational needs. We believe that the practice, management and deployment of the school's resources are designed to ensure all our children are valued, encouraged and accepted equally. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing a broad and balanced curriculum with the highest standard of education and care.

Our school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs, within the constraints of the school's structural environment and entrance procedures. This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity.

#### **Definition**

This document takes the definition of Special Educational Needs and Disabilities as that laid down in the SEND Code of Practice 2014:

Children have special educational needs and/or disabilities if they:

- Have a learning difficulty which calls for special educational provision to be made for them that is additional to/or different from the differentiated approaches that are made generally for others of the same age.
- Have a medical/physical disability that prevents or hinders them from making use of educational facilities.

There are four areas of need as stated in the SEND Code of Practice, 2014:

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

Whilst the four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress.

Children will 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.

## **Aims**

The school aims to:

- Identify, assess and provide for all pupils requiring SEND provision early on in their school career
- Work in partnership with parents and pupils
- Make 'reasonable adjustments' to ensure that all pupils admitted to the school have access to the curriculum
- Support staff in teaching pupils with SEND, to ensure all pupils needs are met
- Provide differentiation appropriate to individual needs and ability so all children fulfil their potential

## **Entitlement**

Children with special educational needs or disability are not viewed as a separate entity, but are part of the whole school approach, and different children's needs are recognised and met throughout their educational journey by provision provided through a varied and flexible curriculum. Additional support assistants play a major role in the supporting all pupils. The rationale for their deployment is pupil centred.

## **Procedures**

### **Staffing:**

The Special Educational Needs and Disabilities Coordinator (SENDCO) for the EYFS/KS1 is Mrs Rachel Youngman. The Special Educational Needs and Disabilities Coordinator (SENDCO) for KS2 is Miss Hannah Law. Support for those with Special Educational Needs and Disabilities (SEND) is mainly provided within the classroom by the teacher, daily intervention programs are implemented by our additional support assistants. Literacy support lessons are offered to children who have a diagnosis of dyslexia and are provided by a visiting specialist Literacy Support teacher who gives weekly lessons (usually during school hours) paid for by parents. Payments are made directly to the teacher (see policy on charging for auxiliary aids and services). Regular liaison between the Literacy support teacher, the child's class teacher and parents is via a book, with end of term reports sent directly to the parent.

The SENDCO's work closely within the senior leadership team, using whole school tracking data as an early identification indicator. We also use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles at EYFS, KS1 and KS2 baselines data, reading ages, annual and termly pupil assessments
- The following up of a teacher internal referral form
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCO's maintain a Concern Register, which is a list of pupils identified through the Internal Referral Form. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals and may require a One Page Profile on the SEND Register.

The Primary SENDCO's are responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies, educational psychologists, health and social services, and voluntary bodies
- purchase appropriate resources
- organise screening and assessments

The Primary and Senior SENDCO's are responsible for reporting to the governor with responsibility for SEND, Mrs V Churchhouse, on the day-to-day management of SEND policy. Regular termly meetings take place to ensure continuity and good practice.

### **Identification, Assessment, Monitoring and Review**

Our class teachers are responsible for the initial identification of a child's needs. Their professional judgement along with classroom observations and assessments help to define whether a pupil needs additional support in a certain area. The teacher will then complete an 'internal referral form' and pass this onto the relevant SENDCO. This will be logged onto our Concerns Register for a maximum of two terms. The SENDCO will then work with the teacher to ascertain particular targets relevant to helping that child progress. Targets are set and reviewed termly between the class teacher and the SENDCO. It would be unusual to involve the parents at this stage as a child may be added or removed from the register as their targets are achieved within the two term period.

If the SENDCO and the class teacher feel that a child has failed to make any adequate progress, especially after the given input, then the child would be put onto the SEND register. A One Page Profile is then written up and shared with the parents and child. Advice is given to parents about how the child can be best supported at home and any action the school plans to take. The One Page Profile would be reviewed termly and would need to be signed by the parents at each meeting. There are occasions when a class teacher or/and SENDCO may require a child to be recorded on the SEND register without serving the period on the Concerns Register. This is when a child's learning problem requires additional intervention or the child has joined our school with an Educational Psychologist Report

requiring additional support. Outside agencies may be contacted for support e.g. The Early Years Support Team, Speech and Language Therapy, Occupational Health or Additional Literacy Support lessons for dyslexia.

There is a speech and language checklist according to age and appropriate development to help identify concerns with communication and to refer for speech and language support. Through training, staff have a greater awareness of recognising children on the autistic spectrum and our SENDCO's work sensitively to ensure parents feel supported if they decide to seek a full diagnostic assessment

At the heart of each class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. The school will assess and track each child's current levels of attainment in order to ensure that they build upon the pattern of learning and experience already established.

In the EYFS the staff are continually monitoring and reviewing the children and if there are any concerns a discussion would take place with parents and support would be put in place. If concerns continue then an Early Help Assessment can be completed. As with the rest of the Primary a system of assess/plan/do and review takes place.

In the Autumn Term of year four, all children are screened for Dyslexia using Lucid Research computer screener. Any new children joining the school in year 5/6 are also screened once they have settled. The results are kept by the SENDCO and parents are only informed if any concerns are raised from the initial screener. Advice and support is then put in place as required. All year three pupils are tested for phonic sounds and blends and supported with work on syllables, initial sounds and endings. Further support is given to those who show difficulty in this area, with recommendations to work through a structured programme on a daily basis.

### **Additional Support**

We offer different types of support depending on the nature and level of a child's learning needs. Children on the Concerns Register are managed by the class teacher through differentiated tasks, additional sessions and reinforcement where needed. Our Additional Support assistants are trained and timetable to provide support to those children who have been highlighted by the SENDCO. Their support is provided in many different forms and is dependent on the child's needs. It may be best to work in a small group or individually for short periods at the beginning of the day on reading and comprehension or programmes such as Word Shark, Toe by Toe, Word Wasp or Power of 2.

## **Admission Arrangements**

Some of the principles taken into consideration when admitting a pupil to the school are found in the school's Disability policy. Pupils admitted to the school are considered able to access the curriculum in this school. It is the expectation that the school will make 'reasonable adjustments' in the case of pupils with Special Needs and/or Disabilities.

## **Nature of Intervention**

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Recommendation for further assessments

Once a potential special educational need is identified, a meeting will take place along with the parents and child's involvement to establish the best plan of action. The One Page Profile will consist of a four step graduated approach that will Assess, Plan, Do and Review a child's progress.

## **English as an additional language (EAL)**

Pupils newly arrived from foreign countries, and whose first language is not English, are encouraged to have additional EAL lessons outside school as well as additional support provided within school. Teachers will make appropriate adjustments in the volume and complexity of tasks set whilst the pupil's grasp of English is relatively weak. Teachers liaise with TA's to ensure the pupils are supported until such a time that they can access all lessons adequately.

## **Education, Health and Care Needs**

Education, Health and Care Needs (EHC) pupils: currently there are no pupils in Derby High Primary School with a full EHC Need.

In certain cases, where a pupil with SEND is considering applying to the school, the Head of Primary in consultation with the relevant SENDCO may draw up a EHC plan. This would occur when a pupil has Special Educational Needs which would require additional arrangements not normally in place. The EHC plan would include details of what would additionally be required for the child to access the school curriculum and whether or not there would be a cost to parents of these special arrangements (acknowledging the school's duty to make 'reasonable adjustments'). It would be shared with parents so that they could consider this alongside other information, which the school routinely provides to interested parents.

## **Transition through school or to other settings**

When a transition takes place, all relevant information will be sent/requested from the primary, seniors or other schools. This would include any screenings undertaken, and details of any extra support that has been place. The primary SENDCO will offer a transition meeting with parents of any children making the transition from the Primary to the Senior school towards the end of year six, to aid an effective transition for SEND pupils. Pupils from year six will be given an additional tour round the senior school with the Senior SENDCO to support their emotional wellbeing.

## **Complaints Procedure**

We value good communication with our parents to ensure any apprehensions are being sensitively handled. Should parents have any concerns or feel that the school is not meeting their child's needs, then in the first instance an appointment should be made to see the class teacher and/or the SENDCO. If parents are not satisfied they may wish to make an appointment with the Head Teacher. All complaints will be dealt with in accordance to the school's complaints procedure.

## **Provision of Information to Staff**

A list is made available for staff, which gives information with reference to screening and also for those who have undergone a full psychological assessment. This is available in the staff area on the school's computer network. The list is updated on a regular basis. Teachers will be responsible for upholding a 'One-page profile' on relevant SEND pupils in their care on a termly basis.



Primary  
Internal Referral Form

Please complete this form for any pupil you have concerns about in one of these categories:

- They have a learning difficulty which is significantly greater than that of other pupils of the same age
- They have a physical disability which prevents or hinders them from using normal educational facilities

Date of initial concern:
Name of pupil:
Date of Birth:
Class:
Description of difficulty:
Any relevant medical information:
Parent's views:
Action taken by teacher:
Signed: <span style="float: right;">Date:</span>



# One Page Profile

## Identification of Needs

Child's Name: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

NC Year PSU R 1 2 3 4 5 6 Form \_\_\_\_\_

Date of Birth \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Form Tutor: \_\_\_\_\_

Please tick the relevant area to identify your concerns re: the above named child

- ◆ Medical Problems
- ◆ Hearing / Sight Loss
- ◆ Attendance
- ◆ Interaction with Adults
- ◆ Interaction with Peers
- ◆ Speech
- ◆ Concentration
- ◆ Communication skills
- ◆ Language / Understanding
- ◆ Listening Skills
- ◆ Classroom Behaviour
- ◆ Playground Behaviour
- ◆ Gross Motor Skills (Coordination)
- ◆ Fine Motor Skills (Coordination)
- ◆ Reading
- ◆ Writing
- ◆ Handwriting
- ◆ Spelling
- ◆ Mathematical awareness
- ◆ Other

Please list evidence and data to support needs for intervention.

Please specify the action to be taken as a result of initial identification:

Targets:

Home Support:

Achievement of targets according to the Parent/Child:

Achievement of targets according to the school and additional supporting data:

Future Needs Identified:

Signed by those present:

Pupil \_\_\_\_\_

Parent \_\_\_\_\_

Teacher/s \_\_\_\_\_

SENDCO \_\_\_\_\_

Next Review Date:  
\_\_\_\_\_

Possible new targets:

