

Stonelow Junior School

Special Educational Needs and Disabilities Policy



Date	Review	Responsible	Named Governor
Dec 2022	Dec 2024	Headteacher	V Siddall
June 2025 Addition of PODS statement	June 2026	Headteacher	V Siddall

This policy was created December 2022 and was reviewed in December 2024.

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (as of June 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 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England KS1 and KS2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

Below is a statement that is on all policies within the Partnership of Dronfield Schools. It is important information regarding the funding of SEND within schools and is provided to ensure a clear and consistent message for our local families:

Funding or support within Derbyshire LA is based on need. Therefore, a diagnosis does not automatically give any access to additional funding or support. However, if the need is causing a barrier to learning and school feels that extra funding would further support the child then school can apply for inclusion funding or in some cases request an Educational Health Care Needs Assessment. Extra funding is only applied for when a child's needs go above and beyond what is available through the schools' budget.

Where assessments from external agencies are underway, and school is required to provide additional information, school will:

- Endeavour to provide the information within 30 working days
- Provide information on how the child presents within the school environment
- will return the document directly to the referrer
- will securely store a copy in the pupil's folder
- share a copy with the parents/carers at their request

When parents seek a private diagnosis, assessors must be accredited to an appropriate body. Assessors must be willing to work with school so as to gain a full picture of the child's needs. The school will work with the professional body to facilitate this.

The provider must:

- have a commissioning contract with any Clinical Commissioning Group (CCG) or NHS England for the required service
- have the service and team led by a consultant or a mental healthcare professional

PLEASE NOTE: Schools reserve the right to verify the credentials and or qualifications of assessors. A separate reasonable adjustments document is available on request. When verifying credentials or qualifications, we will use the following information to guide us:

Health & Care Professionals Council register of professionals

<https://www.hcpc-uk.org/check-the-register/>

Information

The named person who is responsible for managing the SEND provision at Stonelow Junior School (SENDCO) is Mrs Kent, alongside the Head teacher.

Mrs Kent is a member of the Senior Leadership team.

Mrs Kent can be contacted through the school office on 01246 414370 or via email at ekent@dronfieldstonelow.derbyshire.sch.uk

The named governor for SEND is Mrs Vanessa Siddall. She can also be contacted through school on the above number.

Every teacher is a teacher of every child at Stonelow Junior School, including those with SEND. As such, Stonelow Junior School adopts a 'whole school approach' to special educational needs and disabilities which involves all staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all the children in their care in a wholly inclusive environment.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for educational needs.
4. To provide a Special Educational needs and Disabilities co-ordinator (SENDCO) who will work with the SEND Policy.
5. To provide support and advice for all staff work with special educational needs pupils.

Definition of Special Educational Needs, what does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which requires special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age. or
- Has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.

The area of special need will be identified across four main areas:

Communication and Interaction This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, dyspraxia, hearing impairment and those who demonstrate features of Neuro diversity (such as autism or ADHD)

Cognition and Learning This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dyspraxia and dysgraphia.

Social, Mental and Emotional Health This includes children who may be struggling with anxiety and / or trauma and may display a wide range of behaviours in school. They may appear withdrawn, may show some disruptive behaviours or could lack concentration. They may also be EBSA [Emotionally Based School Avoidance].

Sensory and/or Physical Needs This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

The following are not considered to be SEND, but may have an impact on a child's wellbeing, progress and attainment and school would be mindful of these:

- Disability (if reasonable adjustment can be made as per Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman
- Any other protective factors

Identification of Pupils' needs

All of our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate, differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear individual Learning plans, (ILP's) 'My Send Profiles' (a Derbyshire recommended format) where necessary, are put in place and reviewed at regular intervals. A range of carefully tailored interventions may be employed, developed and reviewed to ensure maximum progress and impact for our children as well as approaches via Quality First Teaching and

Inclusive classroom practices. Key assessments are carried out half termly to ensure that the children are on track to meet targets and planning accurately addresses needs. This process of **assessing, planning, doing** and **reviewing** is continuous.

A GRADUATED RESPONSE TO SEND

STEP ONE - QUALITY FIRST TEACHING

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 a SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties or barriers to learning.
3. The child's class teacher will take steps to provide further differentiated learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that is applied.
4. Staff will consult the SENDCO as needed for support and advice. It may be appropriate for further assessments or observations of the child to be carried out. The child may be placed upon the school SEND register.
5. Through points (2) and (4) it can be determined what provision the child will need to assist their learning and move them forward appropriately.
6. If a child is removed from the SEND register, they may fall into this category as continued monitoring may be necessary.
7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school.
8. The child is recorded by the school as being monitored due to concerns being expressed by a parent or teacher but this does not automatically place the child on the school SEND register. Any concerns will be discussed informally or during regular parents' evenings.
9. Parents' evenings (and pupil review meetings) are used to monitor and assess the progress being made by the children.

STEP 2 - SEN SUPPORT

Where it is determined that a pupil does have a special educational need, this will be discussed with parents and the children will be added to the school SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is in place and so to remove barriers to learning. The support consists of a four-part process;

- Assess
- Plan
- Do
- Review

This on-going cycle enables provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of the most effective interventions in supporting pupils to achieve good progress and outcomes.

ASSESS

- Analyse the pupil's needs using the class teacher's assessment, experiences of working with the pupil, additional assessment, details of previous progress and attainment, comparisons with peers and views of parents, pupils and relevant outside agencies.
- Parental concerns will be noted and discussed.
- Regular reviews to ensure support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate.
- Share information with external agencies. Where they are not involved, they may be contacted following parental agreement.

PLAN

- Planning for SEN children will involve consultation between the teacher, teaching assistants (where necessary/appropriate) and the SENDCO and can be shared with parents to agree on any interventions and support required; the impact on progress, development and/or behaviour that is expected and a clear date for review.
- All staff working with the pupil will be informed of their individual needs (including medical), strategies that the child responds to and any intervention programmes in place.

DO

- The Class Teacher remains responsible for working with the child on a day-to-day basis. Class Teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of support.

Additional support and assessments of a pupil's needs will be provided by the SENDCO who will seek advice from additional agencies where appropriate.

REVIEW

- A child's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly.
- Child's views and where necessary the parents' views, will be taken into account. 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 the child and parents.

If necessary, the school may apply for additional funding from the local Authority via the Inclusion Panel pathway. Clear cycles of Assess, Plan, Do and Review as outlined in the graduated Response document will be presented.

Step 3 - REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHC)

- If a child has lifelong or complex difficulties, they may undergo a Statutory Assessment Process that is usually requested by the school but can be requested by a parent. 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:

- Teachers/SENDCO
- Parents
- Social Care
- Educational Psychologists/Clinical Psychologist (if appropriate)
- Health Professionals- CAMHS, School Health, Paediatricians

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health and social care once the request is uploaded to the Derbyshire EHC Hub about whether the child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about EHC plans can be found via the SEND Local Offer at www.derbyshire.gov.uk/SEND

EDUCATION, HEALTH AND CARE PLAN (EHCP)

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.
2. 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.
3. 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 EHC plan will also 'move' with the child. The annual review (Child Centred Review) enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place. For example, reducing or increasing support/amending objectives.

INCLUSION OF ALL PUPILS WITH SEND

The Head teacher and SENDCO oversee the school's inclusion and are responsible for ensuring that the curriculum sure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice about individual children with external agencies when appropriate.

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC Plans and those without.

LINKS WITH SUPPORT SERVICES

The school has a strong working relationship and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEND provision at our school.

Support services include:

- Educational Psychology
- Health- school nurse, paediatricians, clinical psychologists
- CAMHS- (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, hearing or physically impaired
- Physiotherapists, Occupational Therapists
- Social Services

WORKING IN PARTNERSHIP WITH PARENTS/CARERS

Stonelow Junior School believes that a close working partnership with parents/carers is vital to ensure that:

- Information is shared with everyone.
- Early and accurate identification and assessment of SEND leads to appropriate intervention and provision.
- Continuing social, emotional and academic progress of children with SEN
- Personal and academic targets are set and effectively met

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be appropriately supported so that they have full access to education, including school visits 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 existing Education Health and Care 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.

Arrangements are put in place to support pupil's specific medical needs/conditions. Meetings are held with parents and/or relevant medical professionals when necessary and any staff administering medication are regularly trained. We work in accordance with Supporting Pupils at School with Medical Conditions published by the DfE in April 2014.

ACCESSIBILITY

The layout of the school facilitates easy access for all adults and children with disabilities. Doors are sufficiently wide enough for wheelchair access and there is disabled toilet access. However, the school is built on a slope on 3 levels and there is no access to the upper floor.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should speak to their child's teacher in the first instance. An appointment can be made with the Head teacher or the SENDCO who will be able to advise on formal procedures for making a complaint. The Complaints Policy is on the website.

EVALUATING SUCCESS

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupil's ILP progress reviews and /or annual reviews for EHC Plans. In addition, evidence will be gathered regarding:

- Academic progress of pupils with SEND
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback/pupil feedback
- Staff awareness of needs