



Heath Primary School

Special Educational Needs (SEND) and Inclusion Policy

At Heath Primary we aim to provide a happy, healthy and safe school by: Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) 3.65 and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE February 2013 - [Equality Act 2010](#)
- SEND Code of Practice 0-25 (January 2015) - [SEND code of practice: 0 to 25 years - GOV.UK](#)
- Schools SEN Information Report Regulations (2014) - [The Special Educational Needs and Disability Regulations 2014](#)
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND - [Governance handbook and competency framework](#)
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs - [School admissions code](#)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

INFORMATION

The named persons responsible for managing the provision for SEND at Heath Primary School (SENDCo) are **Mrs Clayton** and **Mrs Gomery**. They can be contacted through the school office on 01246 850277 or by email at info@heath.derbyshire.sch.uk

The named Governor for SEND is Niccole Tyas who can be contacted through school on the above number and email.

The content of the policy reflects the SEND Code of Practice 2015, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

Every teacher is a teacher of every child or young person including those with SEND. As such Heath Primary adopts a ‘whole school approach’ to special educational needs which involves all staff adhering to a model of good practice. All the staff in school are committed to identifying and providing for the needs of all children in an inclusive environment.

OUR VISION

Heath Primary School aims to lay the foundations for life-long learning, so children become successful young adults who embrace the challenges ahead. We are here to make a difference, to inspire, nurture and encourage children to be the best they can be.

Our core values are:

- **Respect**
- **Achieve**
- **Together**

We aim to understand individual children and their needs in terms of the social interactions they make around the school. All practitioners model high standards of personal and social behaviour; expectations are high and children are taught from entry about respect for themselves, for others and for the environment around them. Children are encouraged to develop a sense of their spiritual self, to empathise and feel compassion towards each other and to strengthen their levels of resilience through embracing their own talents and interests.

We are an Attachment Aware school and our approaches to Inclusion and SEND are tailored to individual needs and driven by a focus on every child’s right to have their well-being nurtured and their sense of belonging fostered.

AIMS AND OBJECTIVES OF THIS POLICY

The aims of our SEND and Inclusion policy:

- To provide an enriched and diverse curriculum for all children.
- To encourage high levels of achievement in all areas of the curriculum.
- To meet individual needs through a wide range of provisions.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners.
- To ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies ensuring there is a multi-professional approach to meeting the needs of all learners.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within school.

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 calls for 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.
- Has a disability which 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 as either:

Communication and Interaction

This includes children with:

- Speech, language and communication needs
- Difficulty saying what they want because of poor articulation or use of language
- Difficulty in understanding what is being said to them
- Difficulty in understanding or using social rules of communication
- Children with Autistic Spectrum Disorders including Asperger's Syndrome or Autism which impacts on social communication.

Cognition and Learning

This includes children with:

- Learning at a slower pace than their peers, even though the work is adapted for their needs
- Levels of difficulty may vary and include moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)
- Specific learning difficulty (SpLD). This affects one or more specific aspects of learning e.g. dyslexia, dyscalculia, and dyspraxia.

Social, mental and Emotional Health

This includes:

- Children who are withdrawn
- Children displaying challenging, disruptive or disturbing behaviours
- Children who have mental health difficulties, such as anxiety, depression or self-harming

- Children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

This includes children with:

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disability

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 they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Identification of pupils' needs

All 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 education plans and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners. Key assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

A GRADUATED RESPONSE:

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 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 including quality first teaching.
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through (2) and (4) it can be determined which level of provision the child will need to move them forward.
6. If a child has been recently removed from the SEND register they may also 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 the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
8. The child is recorded by the school as being under observation due to concern by a parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings. It may mean your child will have an individual education plan including how school will further support your child moving forward.

Inclusion Funding

Inclusion Panel is a mechanism for Derbyshire schools to access additional funding to support the inclusion of children and young people with additional needs. The panel may also signpost schools to other services who could offer additional advice and support.

The documentation, evidence and process follows 'good practice' SEND provision as highlighted in the Code of Practice. Schools submit documentation directly to evidence that a pupil's needs and barriers to learning require additional funding above their normally available resources. If successful, schools will receive Inclusion Panel funding straight away, without the 20 week assessment period for an Education, Health and Care Needs Assessment (EHCNA). The Inclusion Panel Funding can last up to a period of one year, and at the review school can apply for another year, at the same level of funding, at a higher or lower level, or if the difficulties the child is experiencing are significantly improved, the plan can cease. If the child's difficulties are reassessed as lifelong and needing health and care elements, an EHC plan can be applied for.

Requests may also be made to access specialist services such as SSSEN giving schools the earlier opportunity to reduce barriers to learning for pupils.

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 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
- Social Care
- Educational Psychologist
- 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 about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about GRIP and EHC Plans can be found via the **SEND Local Offer**:
www.derbyshire.gov.uk/SEND

WHAT IS THE LOCAL OFFER?

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. More information can be found on; www.derbyshire.gov.uk/SEND

INCLUSION OF ALL PUPILS WITH SEND

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure 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 **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 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 and physically impaired
- Physiotherapists, Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs (SSSEN)
- Specialist Outreach Services – Autism Outreach
- Social Services
- Multi Agency Teams
- TMP – (Tailor made packages)

SUPPORTING PUPILS AND FAMILIES

When moving to a new year group information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. When a child moves from Early Years provision, staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual children if appropriate.

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips 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 a Statement, or 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 (2015) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training.

ACCESSIBILITY

The layout of the school facilitates relatively easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and ramps outside. There are two disabled toilets located in the KS1 and KS2 buildings.

There is also a hygiene room located in the KS2 building which was new in July 2022.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENDCo, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's 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 pupils' IEP progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Intervention provision map
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Improved behaviour of the children, where this is appropriate

This policy will be reviewed annually

This policy has links to:

Child Protection & safeguarding Policy

Equal Opportunities Policy