



NEW MILLS PRIMARY SCHOOL

SEND Policy

‘This policy has been reviewed and has been impact assessed in the light of all other school policies and the Equality Act 2010.’

Date Created	Changes	Committee	Date Approved	Min No.
April 2021		SDC	06/05/2021	SDC21/05
	No Change	FGB	01/04/2025	FGB25/13

Is this policy on the website?	Yes
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New Mills Primary School

Special Educational Needs and Disabilities Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) 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 (January 2015)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012

New Mills Primary School's Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Laura Shepley, a member of the school's leadership team. Laura is supported by Louise Carberry. They both hold the National Award for Special Educational Needs Co-ordination (NASENCO).

If you have any concerns regarding SEND, you are invited to email Laura Shepley on l.shepley@newmills-pri.derbyshire.sch.uk and/or l.carberry@newmills-pri.derbyshire.sch.uk and/or call on 01663 744453

Introduction

The whole team at New Mills Primary school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community.

Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. At New Mills Primary School, we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for Learning. All teachers in our school are teachers of all children, including those with SEND. As inclusion is at the heart of our school ethos the needs of children with Special Educational Needs and Disabilities are reflected in our School Improvement Plan.

Aims and Objectives of this Policy

At New Mills Primary School, we work hard to ensure every child achieves their full potential and encourage all children to have high aspirations. When working with children with SEND we are focussed on supporting children to achieve their very best possible outcomes.

We will achieve this through the following objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2015
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with children with SEND.

Identifying Special Educational Needs

We use a variety of methods to identify SEND. In the 2015 SEND Code of Practice it breaks down SEND into four broad categories of need.

These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Mental and Emotional Health
- Sensory and/or Physical.

These four broad areas give an overview of the range of needs that are planned for, some children and young people have needs which fit in to more than one area. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. New Mills Primary School aim to identify the needs and strengths of the child in order to develop the best possible plan and package of support.

New Mills Primary School also recognise other areas which do not qualify as SEND but may impact on progress and attainment of our pupils.

These can include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEND Support

At different times in their school life, a child may have a special educational need or require provision that is **additional to** or **different from** the usual Quality First Teaching we provide at New Mills Primary.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. New Mills Primary School strongly believe that additional intervention and support cannot compensate for a lack of good quality teaching.

New Mills Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

We use a Graduated Approach to SEND provision to ensure that all children make progress and receive appropriate support. Initially, a child may be identified by their class teacher as needing additional support and discuss this with parents/guardians.

If an area of inadequate progress is identified the SENDCo considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes a triangulation of progress data, reading/spelling ages and pastoral data.

In conjunction with the SENDCo, personalised targets are devised and set by teachers and parents, which allow us to carefully monitor the impact of any additional provision put in place and the outcomes for the child. Teachers review and discuss these 'Individual Learning Plans' termly (3 times per year), however, they can be reviewed at any time, where needed, in order to continue to meet the needs of the child and to adapt where needs have changed. We call this our Assess-Plan-Do- Review cycle.



Targets must be SMART and agreed with the child, their parents and where appropriate the Teaching Assistant. It is the class teacher's responsibility to ensure that provision maps are completed. In line with guidance from the Code of Practice, the Learning Programme also contains a pupil One-Page Profile which takes into account the views of the child and the views of their parents/guardians to ensure a rounded picture reflecting the aspirations of all.

For higher levels of need, New Mills Primary School are able to draw on more specialised assessments and guidance from external agencies and professionals including ASD/HI/VI/CAMHS/EP

Over time support and interventions will be analysed to ensure they are having an impact on a child's progress. If over time a child doesn't make adequate progress, we may request the support of other professionals to ask their advice of how best to meet a child's needs. If we feel that it would be beneficial to involve other professionals, we would always discuss this with parents first and get them to help us to complete a referral form.

If we feel the pupil has a significant barrier to learning, and we believe it is appropriate, we may apply for 'Inclusion Funding' via Derbyshire County Council. The SENDCos manages these applications and also the involvement of other services.

If your child is going to require long term support to meet their needs, we will apply for an education, health and care plan (EHCP). An EHCP is for children and young people aged up to 25 who need more support than is available through special educational needs support in school and additional top-up funding is required. EHC plans identify educational, health and social needs and set out the additional support to meet those needs through long term and short-term targets and identify the financial and physical support needs they will provide through external funding sources as well as those available to school.

Criteria for exiting the SEN register

For many children Special Education Needs can be short term and with intervention at the appropriate point they may overcome their difficulties. At Pupil Progress meetings which are held three times per year

we discuss the progress of children with SEND and whether their needs still remain. If over time we feel that the child's needs are being met through the usual classroom differentiation we will discuss with parents removing them from the SEND Register.

Supporting Pupils and Families

At New Mills Primary School, we are committed to working closely with families to ensure that we best meet the needs of children. For a copy of the school's admissions policy please see the website www.newmills-pir.derbyshire.sch.uk or ask at the school office.

Derbyshire County Council produce a Local Offer which contains information about many of the services and resources available to families. This can be accessed through the internet at www.derbyshiresendlocaloffer.org

The school produces a SEND Information Report which can be accessed through the website and copies can be requested from the school office.

If a child needs additional support with external tests such as SATs we apply for special dispensations as a school. This is usually arranged by the headteacher.

At transition points, including starting school and transferring to secondary school we work closely with parents and children discussing the best way to make this transition as smooth as possible. This will often include us carrying out extra visits or arranging additional meetings.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school 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 or disability (SEND) and may have an Education, Health and Care (EHC) plan which brings together educational, health and social care needs, and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND

Provision for children with SEND is regularly monitored at New Mills Primary School through classroom observations and learning walks, and also regular analysis of results and progress at Pupil Progress meetings. The SEND Governor is involved in this process. Parent's views and children's views are sought regularly. Findings are also used to inform the school development plan to ensure that there is a continual improvement in provision for all pupils.

Training and Resources

At New Mills Primary School, we are highly committed to ensure the best possible outcomes for all children. Out of our school budget we fund the employment of a number of Teaching Assistants to support children with Special Educational Needs and Disabilities. In addition to this we also support children with Education, Health and Care Plans by providing additional hours of Teaching Assistant support to ensure that their needs are fully met. Staff are encouraged to identify their own training needs as well as suggestions for suitable courses being identified by the Senior Leadership Team. The school's SENDCo regularly attends the LA arranged network meetings to keep up to date with local and national updates in SEND. She also works in collaboration locally with the PEGS (Peak Edge Group of School).

Roles and Responsibilities

Our SEND Governors are Cheryl Hanson and Emma Holland; they meet regularly with the SENDCos to keep abreast of current developments.

Teaching Assistants are deployed to support pupils with SEND. Their roles are around supporting individual children, however, the delivery varies from child to child to ensure that individual needs are met.

The headteacher is the designated teacher with safeguarding responsibility and the SLT are responsible for managing the Pupil Premium funding and any Looked After Children grants.

Reviewing the Policy

In line with NASEN guidelines this policy will be reviewed annually.