



Special Educational Needs and Disabilities Policy

Our Academy Approach

We are an inclusive setting with an ethos and genuine belief in all children achieving their full potential and fostering a life-long love of learning. We seek solutions to any and all barriers to learning for all our pupils. We recognise that many pupils may have a range of barriers to learning at some time in their academic career including those of social and emotional origin and by implementing this policy we will be able to support them in an appropriate way. We believe that pupils with Special Educational Needs and Disability (SEND) add richness to the diversity of the academy.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must 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.

The area of special need will be identified as either:

Communication and Interaction (This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum).

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

Social, Mental and Emotional Health (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).

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 SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN 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

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on

Derbyshire's SEND Local Offer website:

<http://www.derbyshiresendlocaloffer.org/>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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.

Mission statement

Being the best we can be together!

At North Wingfield Primary and Nursery Academy, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.**
This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Behaviour Support, Hearing/Physical Impairment.
- **Create a school environment where pupils can contribute to their own learning.**
This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEND is Rachael Peacock - headteacher@nwpna.org.uk (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Rachel Shepherd – r.shepherd@nwpna.org.uk [SENDCO]
- The SEN Governor is Nigel Barker – n.barker@nwpna.org.uk

Miss Rachel Shepherd, SENCO, is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you as parents / carers are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how your child is doing
- Liaising with all the other people who may be coming into school to support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept.

- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible.

Mrs Rachael Peacock, Head Teacher, is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Working closely with the SENCO and class teachers.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.
- Ensuring your child's needs are met.

SEND Governor – Mr Nigel Barker, who is responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND.

Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND records for individual pupils.

All staff can access:

- The North Wingfield Primary and Nursery Academy SEND Information Reprot;
- A copy of the full SEN Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Derbyshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Admission arrangements

Please refer to the information contained in our school prospectus.

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.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

What are the different types of support available for children with SEND in our school?

Targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, is able to do and understands.
- Different ways of teaching are in place so that your child is fully involved in learning in class. For example, differentiated work, mixed ability groupings, pre-teaching and scaffolded tasks.
- Specific strategies, which may be suggested by the SENCO or outside agencies, are in place to support your child to learn. For example movement breaks, visual supports, practical resources, social stories or using particular technology.

Specific group work

Interventions which may be run:

- In the classroom or in another space in school.
- By a teacher, teaching assistant or pastoral manager.

Intervention Programmes at North Wingfield Primary and Nursery Academy include: Phonics, Individual Reading, Paired Reading, LEXIA, NELL, Precision Teaching, 1st Class at Number, ECAT, Jungle Journey, KS, Reading Detectives, Anger and Anxiety gremlin, ELSA, Positive Play, Lego Therapy, Forest School, Behaviour Toolbox and Nurture.

Specialist activities run or advised by outside agencies (e.g. Speech and Language therapy, Behaviour Support)

- This means they have been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school.

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. Staff will then act upon those recommendations and arrange for a specifically tailored intervention to take place.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, initially, speak to your child's class teacher. If you continue to be concerned that your child is not making progress, you may speak to the SENCO or Head Teacher.

How will the school let me know if they have any concerns about my child's learning in school?

- Initially, the class teacher will approach you to discuss these concerns.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
 - Listen to any concerns that you may have.
 - Plan any additional support your child may need.
 - Discuss with you any referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from Derbyshire Education Authority, includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential. Where appropriate, the SENCO will make an application for additional funding if it is agreed a child's barrier to learning cannot be overcome within the means of the delegated budget.

- The Head Teacher decides on the deployment of resources for children with SEND in consultation with the SENCO and governors, on the basis of needs in the school
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including;
 - The children getting extra support already.
 - The children needing extra support.
 - The children who have been identified as not making expected progress and for whom Pupil Profiles are developed. These identify all resources/training and support for children with SEND, are reviewed regularly and changes made as necessary.

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning differentiated lessons to meet the needs of all pupils within the class setting.
- Teaching Assistants working with small groups or individual children.
- Small groups for interventions listed in our school offer.

Multi Agency Provision including Local Authority Provision which may be delivered in school

- Derbyshire Education Psychology Service
- Behaviour Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- School Nurse and School Doctor Service
- Physiotherapy and Occupational Therapy
- Physical Impairment Support Service
- Support Service for Special Educational Needs (SSSEN)
- Autism Outreach
- Visual Impairment Support Service
- Hearing Impairment Support Service

- The Elm Foundation
- CRUISE Derbyshire

How are the teachers in school helped to work with children with SEND and what training do they have?

- One of the roles of the SENCO is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. During the academic year 2020/2021 staff training planned includes Attachment Theory, Social Stories, Phonics Intervention, Derbyshire Behaviour Toolbox, ADHD Awareness.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class.

How will teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher.

- Progress in Reading, Writing and Maths is formally assessed each term.
- Progress is monitored regularly by the Head Teacher, SENCO and Class Teachers.
- Where appropriate, staff make use of standardised diagnostic assessments.
- At the end of Reception pupils are assessed against the Early Years Outcomes. In Year One pupils take part in the Y1 Phonics Screening. Teacher assessments are submitted in Year 2 and external

assessments take place in year 6. These are government requirements and the results are published nationally.

- All pupils with SEND will have a Pupil Profile based on areas of identified need. Progress against these targets will be reviewed regularly and future provision amended as necessary.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision.
- The school will also check that your child is making good progress within individual work and targeted group work through:
 - book scrutiny
 - observations if thought necessary
 - data analysis

What support do we have for you as a parent of a child with SEND?

- The class teacher is available to discuss your child's progress, any concerns you have or to share information.
- The SENCO (Miss Shepherd) is available to meet with you to discuss any concerns or worries you may have.
- All information from outside agencies/professionals will be shared with you by the person involved directly, or where this is not possible, in a report.
- You will be involved with setting new Pupil Profile targets.
- If required, a home / school communication book can be set up.

How is North Wingfield Primary and Nursery Academy accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up to date Disability Equality Scheme which includes our Accessibility Policy and Plan (see website).
- The school classrooms and disabled toilet are on one level, with easy access via a ramp to the lower door and wide doors to the main entrance.

- Our toilet is fitted with a changing couch.
- There is a disabled toilet area.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any offsite activity or a school visit.

How will we support your child when they are joining or leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us in Reception from a local nursery, childminder, or from home:

- The SENCO and/or class teacher will visit the pre-school as appropriate and meet with your child, teachers, and parents.
- The SENCO and/or class teacher will make a home visit to develop a good working relationship. Outside agencies already involved may also be present.
- A book introducing the staff and setting may be produced if this would be beneficial to your child.
- Adaptations to the length of the school day, or a phased start can be arranged if this would be beneficial to your child.

If your child is moving to a new school we will:

- Contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them.

When moving classes in school:

- Information will be passed onto the new class teacher and if appropriate a planning/transition meeting will take place.
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes.
- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new class this can be made for them.

In Year 6:

- The SENCO and/or class teacher will discuss the specific needs of your child with the SENCO and **/or head of year of the child's chosen secondary school. In most cases, a Pupil Profile review meeting, where transition will be discussed, will take place with the SENCO from the new school**
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Tupton Primary and Nursery Academy.
- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new school this can be made for them.

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

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and

weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. 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 parents and the pupil.

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 a 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 decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- 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 or 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 found via the SEND Local Offer:

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) 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.
- c) 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 annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEND

The Headteacher and SENDCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support. Advice will be sought from the Derbyshire Behaviour Partnership for children who have behavioural concerns.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a group provision map where appropriate, which are updated when the intervention is changed. Individual Education Plans will be set up for children when needed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated half termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

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 by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management/

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

Working in partnerships with parents

North Wingfield Primary and Nursery Academy believes that a close working relationship with parents is vital in order

to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) continuing social and academic progress of children with SEN.
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND governor (Nigel Barker) may be contacted at any time in relation to SEND matters.

Links with other agencies and voluntary organisations

North Wingfield Primary and Nursery Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The SENDCO is the designated person responsible for liaising with the following:

- Derbyshire Education Psychology Service
- Behaviour Support Service
- Social Services (CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed annually.

