



Hartington C of E Primary School

"Caring & sharing as part of God's family"

"Loving our neighbour as we love ourselves" - Luke 10:27

SEND Policy

Hartington C of E Primary School

Reviewed by	T. Blackwell
Position	Head Teacher
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Introduction

Every child deserves a fair start in life, with the very best opportunity to succeed. At Hartington C of E Primary School, we aim to meet the definition of Special Educational Needs & Disabilities (SEND), as stated in the Code of Practice. Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

Admission Arrangements:

No pupil will be refused admission to school on the basis of his or her Special Educational Need or Disability. In line with the SEN and Disability Act we will not discriminate against disabled children and will ensure all reasonable steps are taken to provide effective educational provision in line with Derbyshire County Council's admissions policy.

At any point in their school life a child may have Special Educational Needs

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice September 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014
- The SEN Information report regulations 2014
- Teachers standards 2012

This policy should be read in conjunction with the following school policies and documents:-

Anti-Bullying Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Safeguarding Policy, Medicines policy, Local Offer for SEN, Support for children on SEN register, Equality Statement, Teacher Standards, (2012), The National Curriculum in England Key Stage 1 and 2 framework document (September 2014), Statutory Guidance on supporting pupils with medical conditions (April 2014).

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

A child or young person has SEN 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.

Definition of special educational provision:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or maintained nursery schools.

All Derbyshire Local (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The Code of Practice also describes special educational needs and disabilities within 4 broad areas of need:

Types of SEND

• Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with a diagnosis of Autism Spectrum Disorder (ASD), are more likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

• Cognition and Learning

Moderate Learning Difficulties (MLD) – where pupils are not working within their age-related expectations for one (or more) areas of the curriculum.

Severe Learning Difficulties (SLD) – where pupils are likely to need support in all areas of the curriculum.

Profound and Multiple Learning Difficulties (PMLD) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific Learning Difficulties (SpLD) – which can affect one or more specific aspect of learning. This covers a range of diagnoses including literacy difficulties, dyslexia, dyscalculia and dyspraxia.

• Social, Emotional and Mental Health Difficulties

This is when children may experience a wide range of social and emotional difficulties which can display themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have a diagnosis such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

• Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age related and may vary over time. Many children and young people with

vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support

Whilst identifying needs, we also take into consideration the following additional aspects which may also impact on a pupil's progress: disability, attendance and punctuality, health and welfare, English as an additional language (EAL), being in receipt of the Pupil Premium (PP), being a Looked After Child (LAC), bereavement, being a child of a service woman/man.

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. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010: –

that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must** not directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school's Equality Policy and objectives and the Accessibility Plan are available from the SENCO. Mrs Tracy Blackwell

Aims:

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community. We have high expectations of all our pupils and believe that everybody should strive to achieve their very best

To this end, we aim to:

- Ensure that all pupils have access to a broad, balanced curriculum and that no child is discriminated against on the grounds of disability, learning difficulty, race, religion, gender or social background.

- Address children's needs and support their development in the most appropriate way possible and celebrate efforts and achievements.
- Ensure staff are alert to the potential need for early help for a child who is disabled, has health conditions, specific additional needs or special educational needs (whether or not they have a statutory Education, Health and Care plan).
- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- Ensure that teaching and learning is multi-sensory.
- Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- Use the most appropriate resources to support learning, considering individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

The teaching staff and Governing Body will do their best to ensure that the necessary provision is made in a timely manner to safeguard and promote children's welfare for any pupil, including children who have special educational needs and ensure that those needs will be made known to all who are likely to teach or work with them.

We will achieve our aim by:

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- ensuring equality of opportunity for all children and to eliminate prejudice and discrimination against pupils with a SEND
- identifying, at an early age, pupils who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life setting high expectations and ensure that the SEND of all children is identified and met throughout the school through an inclusive classroom which includes adaptive teaching and the use of regulated assisted technology
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND through review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs through regular review meetings (1 per term)

- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Profiles (Care Plans / Individual Care Plans) and placing them at the centre of any decision making that is about them whilst ensuring parents/carers are also included within plans to support the meeting of the child's needs
- ensuring the SEN and Disability Act and relevant Codes of Practice and guidance are implemented and effectively across the school
- CPD and advice for all staff – links to the Inclusion, Support and Advice Teacher (ISAT)
- closely monitoring progress and the impact of interventions of all children in the four broad areas of need as specified in the SEN Code of Practice: Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Difficulties Sensory and/or Physical Needs

Roles and Responsibilities

The Governors and the Headteacher are responsible for ensuring that the general policy is followed and that the approach to provision ensures the needs of the children with special needs are met. The Governors appoint a Governor with responsibility for SEND and ensure that SEND is an integral part of the School Improvement Plan. The SEND Governor has specific oversight of the school's provision, including how funding, personnel and resources are deployed. The Governing Body should review SEND provision annually and make changes, if necessary. It is responsible for ensuring that no child is discriminated against because of the Special Needs or disability. The Headteacher is responsible for the day-to-day management of special needs throughout the school. The SENCO (Special Educational Needs Co-ordinator) is responsible for the day-to-day operation of the Special Needs Policy. Our staff share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. The Teaching Assistants and SENCO work alongside staff supporting children's individual needs.

Governors

Governors have responsibilities in relation to children with SEND in their school;

- To appoint a 'responsible' person (either the Headteacher or a Governor)
- To ensure that proper provision is made for children on the school roll with SEND
 - To ensure that teachers are informed over the general arrangements made by the school for children with SEND
 - To ensure the school has procedures to identify and assess SEND
 - To ensure that parents are notified of SEND provision for their child
 - To ensure that an appropriate proportion of school resources and funds (including Pupil Premium, where appropriate) are allocated to SEND provision.

The Governors responsible for SEND are Ms Alison Ivins, Mrs Mary Drayton

Headteacher

Has responsibility for:

- The overall responsibility and management of all aspects of the schools SEND provision
- Keeping the Governing Body informed of the school's SEND policy/provision
- Providing opportunities for INSET/CPD
- Ensuring that IEPs are followed (Changing to Individual Support Plans (ISP's by 2030)
- Ensuring that the school's policy is fully implemented

- To be available to attend and chair CAF meetings and safeguarding children
- Publish the SEND information and report on the school's website and ensure it is reviewed annually

SENCO

Has responsibility for:

- Working closely with the Headteacher, TAs, teachers and teaching assistants in
- devising SEND programmes and identifying needs
- Co-ordinating provision for pupils with SEND
- Development of the school policy and provision on a day to day basis
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between
- these agencies, class teachers and parents and in planning appropriate programmes of work, support and resources – including assisted technology and adaptive teaching methods
- compiling and maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEN moderation
- ensure all staff read and co-operate with the SEND Policy including non-teaching

Class teachers

are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated / adapted curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- Update IEPs and intervention records regularly
- Ensure SEND/PP children are receiving tailored homework (where appropriate)
- Attend SEND reviews with SENCO and parents

Teaching Assistants

Have the responsibility for:

- Assisting in class and where appropriate outside the class with SEND pupils
- Following Personal Plans / Education Care Plans with individual and groups of children
- Recording their work with SEND pupils
- Being aware of the SEND policy
- Informing class teacher of any issues arising.

Parents

Have responsibility for:

- Ensuring regular school attendance
- Informing the school of any concerns/problems
- Supporting their child's Education Care Plan / Personal Plans
- Attending review meetings to monitor and support the progress of their child.

Identification, assessment and review

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Pupil Profiles are used to record additional provision for pupils on the SEND register.

A Graduated Approach to SEND Support

At Hartington Primary School, we adopt a "High Quality Teaching Approach". The key characteristics of high-quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

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; additional intervention and support cannot compensate for a lack of high quality teaching.

Here at Hartington C of E Primary School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

1. Quality First Teaching

Class teachers ensure Quality First Teaching to all pupils in their class. We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to our pupils who have or may have SEN. 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. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, we will ensure that those pupils requiring different or additional support are identified at an early stage. Class teachers, supported by Teaching Assistants, make regular assessments of progress for all children. These seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by:

- Learning which is significantly slower than that of their peers starting from the same baseline and where the attainment gap widens
 - Information from the child's previous educational experience e.g. when a child transfers from another school.
 - Observations and discussions with adults who work with the child
 - Outcomes of formal and teacher assessment. We use a range of formal and informal assessments to help us identify and implement the appropriate strategies for the child: Examples include: Common Exception Word (CEW) checklists, Age-related spelling tests, PIRA/PUMA, phonic checklists – Little Wandle assessment, DfE phonics check in year 1 Boxall Profile, independent, assessed work, teacher assessments, standardised tests, Pre-key stage levels, Bridging the Gap materials, samples of pupil's work annotated to show area of difficulty or progress, Salford Reading Test.
 - Progress against objectives specified in the National Curriculum 2014 and end of key stage assessments
 - Expressions of concern by parents/children, teacher, health or social services
 - Specialised assessments carried out by members of the school's staff, support services/SENCO and information/ referrals from doctors, paediatricians or other medical personnel
- Consideration of other factors eg. EAL, Adverse Childhood Experiences (eg. bereavement), LAC/POST LAC status and Early Help support.

Initially, the stages for SEND were:

Initial Action: Initial concerns are noted by class teacher or other, needs met by class teacher within class teaching, parents informed.

- School Action / Early Years Action: Advice and support from school-based
- SENCo, Individual Education Plan IEP) devised.
- School Action Plus/ Early Years Action Plus: Advice and support is obtained from
- outside agencies e.g. Educational Psychologist
- Statement: Statutory Assessment of Special Educational needs.

These stages have now changed as a result of the SEND Green Paper “Support and Aspiration: A new approach to special educational needs and disability” and the policy. All intervention is now referred to SEN Support and the old Statement is now called Education Health and Care Plan

The register of children with SEND is regularly updated. The children's records are regularly reviewed and updated. Reviews of the children's provision takes place each Derbyshire Term. Parents will be informed of such meetings and will be invited to attend. Most of these meetings will be times to coincide with Parents' Evenings, but can be extended or re-arranged to suit the parent.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

2. Class/School Support

The next stage is initiated where pupils have failed to make adequate progress despite quality first teaching as identified through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEN Support will be agreed and the pupil will be entered onto the schools SEN register.

Provision from within the schools resources is identified to help meet the student's needs.

Interventions may include;

- additional learning programmes in areas such as English and Maths
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- emotional support
- additional staff training

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. 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. If needed, a 'catch-up' programme will be devised and implemented. Pupils with SEND are integrated as far as possible in all the activities of the school and will only be withdrawn for support work with outside agencies, or to follow an Individual Education Plan within school, which will almost always take place on site.

Other factors that are not directly SEND will be considered and acted upon if they are impacting on the progress and attainment of individuals. Such factors are: Disability, Attendance and punctuality, Health and welfare, EAL(English as an Additional Language) , Pupil premium , LAC (Looked After Child), bereavement, children whose parents are in the armed forces.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. A process of **Assess, Plan, Do, Review**.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing. As part of this information gathering process the school can use the checklists found in "Identifying and Supporting Special Educational Needs in Derbyshire Schools and Settings".

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will be invited to liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans will include parental involvement where possible to reinforce and contribute to progress at home.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This must also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any

changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months

The success of the school's SEND policy and provision is evaluated through: ·

- monitoring of classroom practice by the Headteacher and SENCO
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements · meetings
- of parents and staff, both formal and informal

Managing Pupils Needs on the SEND Register

All children on the SEND Register will have a Pupil Profile as part of their Education Care Plan, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Supporting Pupils at School with Medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational 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 pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has all members of staff trained in Paediatric First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions.
- The school follows all guidance from the DfE on Covid-19 Procedures
- The school follows guidance published by the DfE which can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

TRAINING AND RESOURCES

SEND is funded through the school budget. Additional funding can be applied for in exceptional circumstances. Derbyshire's Inclusion Funding initiative is for pupils with significant special educational needs in mainstream Primary and Secondary schools. Inclusion Funding gives pupils access to specialist services, as appropriate, such as SSEN (Support Service for Special Educational Needs).

Element 1 Core Educational Funding	Mainstream per pupil funding
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with Inclusion Funding/ EHCP

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils. The school's SENCO can attend LA and Cluster School network meetings in order to keep up to date with local and national updates in SEND.

SEND priorities and INSET/ CPD will relate directly to the needs of SEND children in school or due to start at school with emphasis in three areas:

Children's needs that are outside staff experience or expertise;
New Local Authority policy / National / DfES legislation;
New staff

Inclusion

Hartington Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos with a broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and appropriate targets for all children
- Good communications with parents/guardians and support agencies

Evaluating success

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject leaders
- Analysis of pupil performance data and test results for individual pupil or cohorts
- Value-added data for pupils on the SEND register using PIVATs, (P Levels), Early

- Learning Goals, NC levels, Benchmarking, etc.
- Provision maps
- Monitoring of policy, procedure and practice by the SEND governor and Headteacher
- School self-evaluation
- The LA SEND moderation process
- Educational Psychologist reports
- ISAT (Inclusion Support Teacher) who delivers advice (including attendance), monitoring, CPD training, creation of school action plans

School and Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

SEN Support

Is when a class teacher or SENCO identifies a child with SEND. The class teacher should provide a plan for education that suits the needs of all children. For the child with SEND this may be a modification of the curriculum additional to or different from the curriculum provided for the rest of the pupils.

Triggers for School Support may be:

- A child making little or no progress, even when monitoring has occurred
- A child demonstrating difficulties in developing their literacy or numeracy skills.
- A child presenting emotional or behavioural difficulties that are not changed by behaviour management techniques
- Communication or interaction difficulties, despite provision having been made to support these.

The SENCO and the class teacher will decide on action needed to help individuals in light of their assessment. Planned support will be delivered at a level that is appropriate to the individual concerned. The LA support services may be used to gain advice about how best to deal with individual cases. It will not be necessary to have regular support from external agencies.

SEN Support can also be introduced when the school identifies that external agencies need to be contacted:

A request is made by the SENCO, colleagues and parents to receive help from external services. The services will normally assess the child so that they can advise the teachers on the content of Education Care Plans / Provision Maps, set targets and support teaching strategies.

Triggers for this support are:

- A child continues to make little or no progress over time, despite interventions made by the School.
- The child's work is significantly below the expected age-related National Curriculum levels
- A child continues to have difficulties with literacy or numeracy.
- Emotional and behavioural difficulties continue to grow which interfere with a child's learning.
- Ongoing communication difficulties that impede the development of relationships and cause barriers to learning.

From meetings with external agencies, teachers, parents and the SENCO, Education Care Plans will target an individual's needs. The delivery and interventions which have been identified are recorded on the child's Care Plan which is the responsibility of the class teacher.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs Assessment or to apply for GRIP's Funding. (Graduated Response for Individual Pupils).

Criteria for Exiting the SEN Register/Record

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File in a locked cupboard. SEND records will be passed on to a child's next setting when he or she leaves Hartington School. The school adheres to GDPR and has a Retention Policy in place.

Accessibility

SEN Code of Practice September 2014, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Hartington School's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website.

Complaints

The school has a complaints procedure which applies to complaints about SEND provision.

We work closely with parents and their children during their time in our school as we have children for 3-4 years in each class. We aim to keep parents fully informed regularly, therefore it is hoped that complaints about SEND provision will be rare. Where a parent has a complaint:

- It should be raised in the first instance with the class teacher or SENCO and should be resolved informally if possible.
- If the problem is not resolved, parents should make an appointment with the Head teacher and may complain to the Governors in writing. The complaints procedure along with all contact details are on the school website.
- If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the Parent Partnership Service can become involved to support the parents and give advice.

The Complaints Policy can be found on the school website.

Linked Policies/Documents

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policies
- Complaints procedure
- Confidential Reporting
- Data Protection policy
- Equality Plan
- Use of Force & Restraint procedures
- Managing Medical Conditions in School policy

Please Note the following changes are being planned by the DfE alongside local authorities to improve the SEND practice for all pupils and will be in place implemented in all schools by the academic year 2029-2030. Here at Hartington CofE Primary School these changes have been acknowledged and are part of the school's provision and commitment to all our children.

The Special Educational Needs and Disabilities (SEND) policy must reflect the strategic direction of the 2026 Schools White Paper, *Every Child Achieving and Thriving*, and the consultation document, *SEND reform: putting children and young people first*. [Our Plan to Help Every Child pdf](#)

Graduated Response and Early Intervention Plan

Core Principles for Early Action

- **Early and Proactive Identification:** Support begins the moment an unmet need is noticed, breaking cycles of delay.
- **Universal Inclusive Practice:** High-quality adaptive teaching serves as the baseline for every student.
- **Co-Production with Families:** Parents and carers act as core partners in shaping support from day one.

The Three-Tiered Support Framework

- **Universal Tier:** High-quality adaptive teaching delivered by class teachers for all learners.
- **Targeted Tier:** Structured interventions and the creation of digital **Individual Support Plans (ISPs)** for pupils with emerging special educational needs.
- **Specialist Tier:** Advanced packages utilizing external expertise (**Experts at Hand**) or designated mainstream inclusion/specialist bases.

The Continuous Assess, Plan, Do, Review Cycle

- **Assess:** Teachers and the SENCO evaluate learning barriers using robust formative and diagnostic data.
- **Plan:** Collaboratively design targeted adjustments and log them directly into the pupil's digital ISP alongside parents.
- **Do:** Deliver the agreed adaptive teaching strategies and targeted interventions within the classroom or school inclusion base.
- **Review:** Measure progress against expected outcomes at agreed intervals, refining the next steps accordingly.

SEND Policy Adjustments for Mobile Phones

- **Exemptions and Adjustments:** Hartington School is phone-free by default, and staff keep their mobile phones securely in the school office which is staffed by the SBO or is locked by the use of a key pad when no staff members are present. There might be individual exceptions and if required **reasonable adjustments** under the Equality Act 2010 apply for specific SEND pupils (e.g., medical monitoring devices like continuous glucose monitors, augmentative communication aids, or anxiety-management apps tied to an EHCP) will be implemented within the school and parents of the individual child informed.
- **Clear Pathways for Authorization regarding the reasonable adjustment:** If an adjustment is required parents are asked to make this request formally via an email or letter directly to the headteacher / SENCO. All cases will be assessed on an individual basis and a dialogue directly with the family will be arranged. Once an outcome has been agreed and if the adjustment is required and agreed then a plan will be compiled detailing storage of the device, access, and usage then these details being then added to the child's individual education plan (IEP's), which will be referred to as Individual Support Plans (ISP's) by 2029-2030.
All staff will be informed of the adjustment and be familiar and confident with the content and application of the adjustment made. A risk assessment will be produced by the school SENCO and agreed by staff, the child and the parents. The adjustment will be assessed on a termly basis.
- **Storage and Handling Protocols:** Sensitive handling for vulnerable pupils who may experience severe anxiety if forced to surrender a device, specifying secure yet accessible alternative storage if total confiscation might occur which then causes acute distress will also be considered. The adjustment and implementation will be adapted accordingly before being included within the child's risk assessment and care plan.

Cyber Security and Access Management

- **Data Privacy for Inclusion Files:** Here at Hartington Primary School we will ensure pupil SEND records, diagnostic assessments, and professional multi-agency reports stored on cloud or local networks comply with strict data security standards.
- **Controlled Communications:** The school will maintain specific protocols and methods for staff, parents, and external specialists (like Educational Psychologists or Speech Therapists) to exchange sensitive SEND documentation and will not use insecure personal messaging apps or unencrypted mobile SMS. Confidential information will be exchanged via the Derbyshire Hub, Perspective, school and parent email systems which include authentication codes to access the information, My Concern and the L.A. Arbor system.
- **Staff Device Protocols:** School staff are not allowed to use personal mobile devices to photograph or store identifiable SEND student work, logs, or sensitive pastoral data, and must use the school iPads when taking photographs which include children's photographs.

Online Safety and Curriculum Integration

- **Differentiated Digital Literacy:** Online safety, digital resilience, and cyber-bullying awareness are adapted and scaffolded for vulnerable learners and pupils with SEND, recognizing their higher

statistical risk of online exploitation. This will be achieved through adaptive teaching practices which can include language, resources, visual cues or adaptive technology to support the child's understanding, knowledge and skill development.

- **Filtering and Monitoring Oversight:** Hartington School has a robust internet filtering and monitoring systems, which vulnerable SEND pupils showing behavioural or emotional distress online are tied directly into pastoral and safeguarding intervention adaptations within the PSHE curriculum and within the child's own care plans.
- **Parental Engagement:** Parents are able to contact the school via email, telephone, letter or face to face and speak to the school SENCO, headteacher or class teachers and request face to face meeting regarding advice and concerns around offline / online boundaries concerns, a telephone consultation or attendance to specific meetings and training around on-line safety. Parents also have access to guidance of the PSHE curriculum content which is on the school website. (This includes updates and access to links for the NSPCC, visits by the Community Police Officer, changes to the PSHE Curriculum in line with DfE guidelines). At the beginning of each academic year, parents have the opportunity to complete a Home School Agreement which includes the Acceptable use of IT contract for both pupils and parents which also provides the opportunity for parents to raise questions and concerns regarding IT and the school's provision.

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.

Policy accepted:

Chair of Governors: Alison Ivins

Headteacher: Tracy Blackwell