



Special Educational Needs and Disabilities (SEND) Policy

Management log

Document	Special Educational Needs and Disabilities (SEND) Policy
Author	SENDCo
Person responsible for the policy	Headteacher
Date approved	20 th September 2026
Date issued	21 st September 2027
Review period	Annual
Next review	Summer 2027
Signed	Signed

Debi Maddocks

Lisa Bowler

Chair of the Local Governing Body **Headteacher**

Related policies

- Accessibility plan
- Anti-bullying
- Behaviour
- Child Protection and Safeguarding
- Complaints
- Equality
- Suspensions and Exclusions

Contents

1. Introduction..... 3

2. Definition of Special Educational Needs and Disabilities 3

3. Role of the Special Educational Needs Co-ordinator (SENDCO)..... 4

4. Identification, assessment and provision 4

5. SEND support 5

6. School request for statutory assessment..... 7

7. Annual review of Education, Health and Care Plans 8

8. Inclusion in the curriculum 8

9. Parent Carer Partnership 9

10.Complaints 10

1. Introduction

1.1 We believe that all children, whatever their ability, should have access to a broad and balanced education. We aim to address all children's needs through effective teaching and planning, close monitoring and regular assessment as stated in our 'Subject on a Page documents' and 'Assessment Policy'. In this way, we aim to enable children to demonstrate and develop their skills and knowledge in a positive and caring environment.

1.2 The delivery of a suitably challenging, inclusive curriculum to children with SEND is the responsibility of all individuals and stakeholders at Ironville and Codnor Park Primary School.

2. Definition of Special Educational Needs and Disabilities

2.1 Children have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty that calls for a special educational provision to be made for them.

2.2 Children have a learning difficulty if they:

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

There difficulties may lie in one or more of the following areas:

- Cognition and Learning
- Social Emotional and Mental Health
- Communication and Interaction
- Sensory and Physical

2.3 The Equality Act 2010¹ defines disability as "a physical or mental impairment which has a longterm and substantial adverse effect on their ability to carry out normal day to day activities".

2.4 This SEND policy details how the governors and staff of Ironville and Codnor Park School will do their best to ensure that the necessary provision is made for any pupil who has SEND. The school will use its best endeavours to ensure that teachers are able to identify and provide for these pupils so that every child makes good progress.

3. Role of the Special Educational Needs Co-ordinator (SENDCo)

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with and advising fellow teachers and teaching assistants
- overseeing the records of all children with SEND
- contributing to the in-service training of staff
- liaising with external agencies
- collecting and collating evidence and paperwork when a multi professional assessment is being requested
- attending annual reviews of children who have an Education, Health and Care Plan
- collecting and collating paperwork for annual reviews and making sure that all stake holders are invited to attend
- ensuring that parents / carers are fully involved in the process of identification and assessment of their pupils' SEND and in the process of supporting them and monitoring their progress
- ensuring that the child's voice is heard and equally considered during the process of identification of their SEND and during the process of support and monitoring

4. Identification, assessment and provision

4.1 The school's system for observing, assessing and tracking the progress of individual children, combined with the class teacher's knowledge of that child, will identify children who are not making progress. Under these circumstances, class teachers may decide that pupils need help over and above that which is normally available. Progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour.

4.2 Where pupils are working below their Key Stage, progress will be assessed against Formative Footprints or Level Descriptor documents. These enable the recording of small steps of educational progress.

5. SEND support

5.1 When a class teacher identifies a child with SEND, the class teacher will provide interventions that are additional to those provided as part of the school's usual curriculum. The triggers for intervention will be concern, underpinned by evidence, about a child who, despite receiving learning opportunities, makes:

- little or no progress
- shows signs of difficulty in developing English or mathematics skills
- presents persistent social, emotional, or mental health difficulties
- has communication and /or interaction difficulties and makes little or no progress despite the provision of an adapted curriculum
- has physical, sensory or medical needs and makes little or no progress despite the provision of an adapted curriculum or has physical, sensory and medical needs which require special equipment and intervention from a specialist service.

5.2 The school will have regard to the Special Educational Needs and Disabilities Code of Practice² when carrying out its duties towards all pupils with SEND and will ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

5.3 The class teacher, SENDCo, parent and child agree short term targets for the individual child to achieve. The targets are designed to ensure both parents/carers and school staff can support the child in achieving them, and to encourage home-school collaboration in supporting the child's progress. These will be recorded on an individual provision plan and will be reviewed each term. The plan will also include current support, interventions and actions for the child, any new support and actions which need to be put in place in the future, and any information which needs to be obtained. A copy of the individual provision plan will be given to parents/carers, the class teacher and any other staff who work with the child. The SENDCO will keep a copy on file.

5.4 In addition to any support, interventions and actions outlined in their individual provision plan, children on the SEND register may be supported by:

- Adaptive teaching approaches, including scaffolding support, on a daily basis, as required. This support will be implemented by the class teacher and teaching assistants within the class and will enable the children to work towards age related objectives.
- Small group 'catch-up' interventions which are focused upon reinforcing learning from the English and mathematics lessons on that day. Participation in these interventions is flexible and groups will be decided by the class teacher on a daily basis.

5.5 If the child's behaviour is identified as a barrier to learning, then the SENDCo will work with the class team to identify the nature of the child's social, emotional or mental health needs, and support will then be planned. This may involve strategies that are integrated throughout the child's day, or it may involve specific interventions, such as Nurture Group. Interventions will be recorded on the child's individual provision plan. For children who are identified as having a high level of ongoing need, a behaviour plan may be written in conjunction with the school Inclusion Advisory Support Teacher. If trauma related needs are identified, the SENDCo will work with the class team and the child's parent/carers to write a trauma informed relational plan. If the child presents a risk to themselves or others, then the SENDCo will write a safety plan in conjunction with the child's class team. All these plans will set out the child's needs and how the school plans to meet these. Individual provision plans will be reviewed every term with the child's class teacher and parent/carers. All other plans will be reviewed at least every 6 months.

5.6 The child's progress and their provision plan will be formally reviewed each term. In addition, each child's progress will be reviewed each half term by the SENDCo and class teacher.

5.6 Individual provision plans are to be used as working documents and should be updated and annotated by staff on an ongoing basis, as necessary.

5.7 As a result of the review of a child's progress, the following action may be taken:

- a child may be removed from the SEND register as progress is such that the differential is no longer of concern
- a child may remain on the SEND register with an up-dated or revised provision plan
- a child may remain on the SEND register and be referred to an external specialist who can provide advice to the school
- a child may remain on the SEND register with initiation of request for Local Authority top-up funding.

² <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

5.8 A list of specialist services which work with the school regularly and a description of the different types of Local Authority top-up funding available, can be found in the school SEND information report³

5.9 An external specialist may act in an advisory capacity, provide additional specialist assessment, or be involved in teaching the child directly. Fresh strategies and interventions for supporting the child's progress will be suggested. These will usually be implemented within the normal classroom setting. The management of delivery of the interventions is the responsibility of the class teacher, with support from the SENDCo.

6. School request for statutory assessment

6.1 Where a request for statutory assessment is made by the school to the Local Authority (LA)⁴, the child will have demonstrated very significant and consistent cause for concern. The LA will need information about the child's progress over time and will also need documentation of steps already taken and reports from outside agencies involved with the child. Parents/carers are required to give their views. It is the responsibility of the SENDCo to collect and collate this information. The LA may decide that the degree of the pupil's difficulty and the nature of the provision necessary to meet the child's special educational needs requires special educational provision through an Education, Health and Care Plan (EHCP).

6.2 All children with an EHCP will have specialised interventions which are based upon the objectives and provision identified in their Education, Health and Care Plan. These will be recorded on an Individual Provision Plan which will be reviewed on a termly basis. This will include:

- short term targets
- interventions and provision
- actions for now and for the future
- review dates
- expected outcomes

³ <http://www.ironvillecodnorpark.derbyshire.sch.uk/special-educational-needs-and-disabilities/>

⁴ Derbyshire County Council

6.3 Parents/carers will be involved in termly reviews, as will the child. Staff will conduct more frequent reviews of progress to monitor the impact of specific strategies and interventions, and changes may be made to support arrangements, depending on the outcomes.

6.4 Interventions will take place as far as possible within the normal classroom setting. The delivery of these interventions will continue to be the responsibility of the class teacher, with support from the SENDCo.

7 Annual review of Education, Health and Care Plans

7.1 All EHCPs must be reviewed annually with the parents/carers, the child, the LA, the school and other professionals involved with the child. Those invited to the review meeting will be asked to consider whether any amendments need to be made to the EHCP. The SENDCO will collect all necessary paperwork and ensure this is circulated to all concerned.

8 Inclusion in the curriculum

8.1 The school aims to include all children in every aspect of the school day. Our equalities policy, accessibility plan, SEND policy and behaviour policy provide more information about how we do this. The school employs a range of interventions and resources that will help to ensure that all children have opportunity to participate and progress. Some of these are available to all children whilst others are only available to children with a particular type or level of need. The school provision map can be found on the website.

8.2 The school places great emphasis on identifying SENDs early so that we can help children as quickly as possible. All children have an individual pattern of strengths and difficulties and may respond better to some teaching approaches than others. The child's teacher will take account of this by looking carefully at how they organise lessons, learning resources and the classroom. They will match these to the child's learning style and level of ability.

8.3 All school staff have been trained to identify and support children with SENDs as part of their professional development. Help for children with SENDs is made using a step-by-step 'graduated approach'. The graduated approach recognises that children learn in different ways and may have different levels and types of SEND.

8.4 The child's teacher and the SENDCo will decide upon the support which may help the child. This could include:

- changing aspects of the learning environment e.g. a quieter area to work in, use of an 'I need help' card or visual timetable
- additional teaching support, as part of a small group

- use of particular teaching materials or equipment e.g. Numicon, a talking tin, Rapid Reader books, writing slopes
- making sure that the work that your child is asked to complete in class is matched to his or her level of ability and presented in a way which helps them to learn.

8.5 Management of all children's behaviour will focus on preventative and de-escalation approaches in line with the school behaviour policy, and all staff will receive training in these approaches.

8.6 Some children may be given the opportunity to attend a special group or a special activity to encourage development of skills in a particular area. Some children require more intensive, individualised support for their social, emotional or mental health needs and may participate in interventions to support them in these areas.

8.7 Help may be required at any stage of the graduated approach for a short time, or for the whole of the child's education.

8.8 In Year Two and Year Six, when children will be taking national tests, the SENDCo and the child's teacher will consider whether any children meet the criteria for special examination access arrangements. If a child meets the criteria, they could receive extra time to complete tests, a reader, or a scribe. A very small number of children may be working at a level where it would not be appropriate for them to take the tests. If this is the case, then a disapplication can be made, and their performance would be reported based on teacher assessment.

8.9 All children will be encouraged to participate in extra-curricular activities and school trips. School staff will work together with parents to make sure that their child is happy and confident and safe to participate. Before a school trip, staff will inform parents of any special arrangements which will be made.

9. Parent/Carer Partnership

9.1 Staff will always talk to parents/carers to find out their views about their children's strengths and difficulties, and things they feel might help their child's learning and development. If their child is transferring from a pre-school setting to school, they will be invited to a new parents/carers meeting, which will include information about how they can help their child settle in to school and how they can support their learning.

9.2 Staff will always talk to parents/carers to find out their views about their children's strengths and difficulties, and things they feel might help their child's learning and development. If their child is transferring from a pre-school setting to school, they will be invited to a new parents/carers meeting, which will include information about how they can help their child settle in to school and how they can support their learning.

9.3 Parents/carers will be invited to attend parent/carer meetings three times per year. These meetings provide an opportunity to review the child's progress with their teacher and set new targets for them to achieve. The children's views will also be sought regarding the setting and review of targets.

9.4 If the child has an EHCP then parents/carers will also be invited to an annual review meeting of their plan. These meetings provide an opportunity for everyone who knows and works with the child to review their progress and plan support for them.

9.5 The school operates a 'drop-in' policy where parents/carers can request a meeting with their child's teacher, the SENDCo or the Family Support Worker at any time during the year. It will usually be necessary to book an appointment to see a teacher, but the SENDCo and the Family Support Worker are often available to meet with a parent/carer about urgent matters without an appointment.

10. Complaints

If parents/carers wish to make a complaint, they should in the first instance make an appointment to discuss their concerns with the Headteacher. If parents/carers feel that the matter has not been resolved to their satisfaction following this, they should contact the chair of governors, or chair of the board of trustees for SHINE Multi-Academy Trust via the Clerk to the Board admin@shine-mat.com.