

Procedure for SEND



Walton-on-Trent CE (C) Primary and Nursery School

At Walton-on-Trent CE (C) Primary and Nursery School our policies and procedures have been written to comply, appropriate, with the General data Protection Regulations – GDPR 2018. Further information regarding GDPR is available on the school website.

This procedure was adopted by the Local Governing board in February 2024.
It will be due for renewal in Spring 2026.

Vision statement

To be a vibrant learning community aspiring to celebrate God's love and the uniqueness of each individual. This means offering kindness, honesty and respect to our local and global community and demonstrating courage, perseverance and ambition in order to flourish in the joy and hope of 'life in all its fullness' (John 10.10)

Context

This procedure was written after consultation with staff and presented to the Governing Body in February 2024. This policy will be reviewed during the Spring term 2026.

Compliance

This procedure complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan. 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb. 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims and Objectives

This procedure accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the school has determined that a child has SEND, those needs will be made known to all who are likely to teach them. All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND. All staff will ensure children with SEND are included in school activities as far as is reasonably practical.

What are Special Educational Needs (SEN) or a Disability?

Children have special educational needs if they have a learning difficulty which requires special educational provision to be made for them. Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children the same age
- Have a disability* which prevents or hinders them from making use of educational facilities provided by the local authority
- Have an emotional/ behavioural difficulty which impacts on their learning,

* A person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect in his/her ability to carry out normal day to day activities (Disability Discrimination Act, 1995)

What is SEND?

The term 'SEND' can be applied to a child who has a special educational need or disability that presents a significant barrier to learning. Children identified as SEND would be expected to require an educational provision that is 'different from and in addition to' that provided for their peers. SEND now falls under four broad headings. These headings cover difficulties with:

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

Roles and responsibilities

The co-ordination of provision for pupils with SEND is completed by the **SENCo**, with the support of our **SEND team** Mrs Gaffiney, Mrs Williams, Mrs Lee and Miss Grigg. This comprises of members of staff who have skills and experience of working with pupils with SEND, and/or are members of our senior leadership team (SLT). It is the role of the class teacher to identify where a child is falling behind their peer group or are not meeting their potential. They will ensure that any interventions are planned and implemented effectively. The SEND team offer advice and support and will **monitor progress termly**. The SEND Team will be supported in fulfilling their duties by the SEND Link Governor, Joanna Foster.

A Graduated Response

At Walton-on-Trent, we support children depending on their need or in-line with Derbyshire's Graduated Response. [Graduated Response May 2022 \(derbyshire.gov.uk\)](https://www.derbyshire.gov.uk/graduated-response) This ensures that each child is supported to reach their potential.

Teachers will consult the SENCO when a pupil fails to make progress or shows signs of any of the following:

- Difficulty acquiring literacy and numeracy skills
- Persistently challenging behaviour
- Emotional and social difficulties
- Sensory or physical problems
- Communication or interaction difficulties

The school then follows an 'Assess, Plan, Do, Review' (APDR) approach. Assessment allows the child to show what they know, understand, and can do, and it identifies specific learning difficulties. Children with SEND may be identified at any stage of this process during their school life.

Assess: This is part of the identification process but also an ongoing element ensuring that any provision is closely matched to the needs of the pupil concerned. The assessment may include standardised and diagnostics tests but will also be based on progress towards current targets, review of recent work, observations and feedback from pupils and their parents or carers. Other possible barriers to learning will also be explored for example attendance or motivation.

In the Foundation Stage and Years 1 and 2 the assessments used are:

- Identification of need using Early Years foundation stage goals- (Nursery and Reception)
- Teacher/TA observations – ongoing formative (day to day) assessment (Assessment for Learning)
- Informal and formal meetings with parents to raise and discuss concerns
- Formal teacher assessments once a term in reading, writing and maths
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern

- Termly inclusion meetings
- KS1 SAT's assessment

In Key stage 2 (Yrs 3, 4, 5, 6) the assessments used are:

- Teacher/TA observations- ongoing formative assessment - (Assessment for Learning)
- Informal and formal meetings with parents to raise and discuss concerns
- Formal optional SATs assessments in reading, writing and maths twice a year
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern
- Termly inclusion meetings
- End of Key Stage 2 SATs tests

Plan: Based on the outcomes of the assessment a plan is drawn up detailing the desired long and short terms outcomes and how these outcomes will be met. The plan should identify the provision which is additional to or different from what is generally provided. This may include intervention within or outside the classroom; adaptations to the curriculum and how it is presented; access to extra-curricular activities; resources to support learning; and how parents or carers can support the plan at home.

Do: Those involved will ensure the agreed plan is carried out and will monitor the impact it is having on the identified area or areas of need.

Review: Progress towards the short-term outcomes will be reviewed regularly by all involved. Where outcomes have been achieved new ones will be agreed. Other outcomes will be reviewed and, if necessary, changed to reflect current needs. Where appropriate a decision about future support will be agreed: where outcomes have been achieved the pupil may no longer need SEND support; where progress towards outcomes has been limited a decision may be made to involve outside agencies or, for pupils on SEND Support, to request an Education and Health Care Plan (EHCP).

Walton's Local Offer

Our **Local Offer** allows us to meet the needs of all learners within our school. This specifies support and intervention provided by the school to meet significant needs that a child may have in one, or multiple areas. Support may be given in a small group or one-to-one basis, depending on need and resources available. Clear timelines are also in place to ensure that needs are met in a timely fashion, with a focus on early intervention. All interventions have a start and end point that is measurable. Interventions will last no longer than 6 weeks. Depending on the needs of the child, they may be in more than one intervention that could run consecutively or concurrently. These will be planned and monitored by class teachers and may be run by teachers or TA's depending on skills and training.

Outside Agencies

Outside agencies may become involved where parents, carers, or an adult who is involved with the child request support or advice from a different agency. Parents and carers are always required to give permission before a referral is made.

- Regular liaison is maintained with the following external agencies:
- Alternative Education Provision (i.e. Pupil Referral Units)
- Outreach Support Services
- Educational Psychologist
- Child Adolescent Mental Health Service
- Education Welfare Service
- Behaviour Support Team for children with emotional and behavioural difficulties
- Health Service (school nurse, dietician, therapists)

- Families First
- Speech and Language Therapy service
- Social worker
- Occupational Health Therapy Service

Autism Advocates

Our **Autism Advocate**, Mrs Lee, helps to provide strategies and support for our neurodivergent learners within the classroom. We recognise the importance for meeting the needs of all children within our school, and proactively work with parents, carers and pupils to ensure that individual needs are met. This also ensures that children are ready to achieve their potential. Mrs Lee regularly leads training for all staff.

Admissions

All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory Assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the school's admissions procedures.

At our school we recognise that transition points can be a particular source of stress and difficulty for pupils with SEND. We seek to work closely with local schools and settings and with parents or carers and pupils to ensure the smoothest possible transition.

Transitions

If a child with SEND transfers to another school, the SENDCo ensures that all the SEND records are passed promptly to the receiving school. In the summer term, the SEND team will liaise with secondary school staff, the needs of children in Year 6 with SEND, and their records are passed to the relevant school.

Supporting pupils and families

Walton actively seeks the involvement of parents in the education of their children. The school recognises that for pupils with SEND the support and encouragement of parents is often a crucial factor in achieving success. Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice: "the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions", SEN Code of Practice 2014. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency. We endeavour to make school a welcoming place where parents feel comfortable and where their views are valued.

Supporting pupils at school with medical conditions

Children with medical conditions will have an up-to-date **Care Plan**, that is written in partnership with parents or carers. Advice that has been given to parents by medical professionals will be included, alongside any agreed provision that it is felt necessary to support the child, in the long or short term. Care plans will run for the duration of the medical condition and will be updated regularly to reflect any changes to condition or medication. The school will only administer medication that has been prescribed by a doctor and where a medical consent form has been completed.

Support available for improving the emotional and social development of pupils with SEND

We have a robust JT MAT Safeguarding Policy as well as local procedures in place. Pupils' health and well-being is paramount. Mrs Lee is a trained ELSA (Emotional Literacy Support Assistant) who works with children across the school. If a child is identified as needing additional support from the ELSA, a referral is made from a class teacher and agreed to by parents and carers. Following this referral, SMART targets are set, and a six-to-eight-week programme is planned for to focus on these targets weekly. Children complete a pre- and post-session assessment to identify any progress that has been made. Some children are also offered informal ELSA sessions based on pastoral needs. This is reviewed half termly and can focus on areas such as friendships, processing emotions, worries and change in family circumstances.

Funding

Early Years SEN Inclusion Funding (EYIF) - For Nursery age children - Nursery age children are eligible for EYIF if they are aged 2-4 years old until the end of their first term (usually Autumn 1) in Reception and in receipt of a funded place – either a two year-old funded place, or a 15 or 30 hour funded 3- and 4-year-old funded place. EYIF is part of the provision made at targeted and specialist level of the graduated response to support Nursery children become 'school ready.' The funding is available to children who have emerging needs, through to children who have significant barriers to learning. EYIF provides top-up funding to enable Nurseries to enhance staffing ratios to better support children who require support strategies which are additional to or different from the normally available differentiated offer of provision.

Inclusion Funding is an additional funding stream that schools can apply for to support the inclusion of children with additional needs. The funding can be provided to support a wide range of needs including educational needs, social needs, emotional needs, health needs and/or children at risk of exclusion. As well as providing additional funding to schools, the Inclusion Funding Panel may also signpost school to other services who could offer additional advice and support. All referrals to the Inclusion Funding Panel must be made by the school. The application is made by the SENCO after gaining consent from the child's parents/carers. Funding can be awarded for varying lengths of time ranging from 12 weeks to 12 months. The panel will ensure that the level of funding requested is linked to the level of need.

Education Health and Care Plan (EHC Plan) – for 0-25 years olds Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child and the individual has not made expected progress, school or parents can consider requesting an Education, Health and Care Needs Assessment. The EHCNA pathway is a very detailed investigation to find out exactly what a child's special educational, health and care needs are. If, in rare cases, the child's needs are considered to be severe and complex, a EHC Plan may be issued by LA. The LA will produce a child's EHC Plan, following a detailed consultation with families and professionals. The EHC Plan will outline the child's strengths, their dreams and aspirations as well as the barriers they face. The plan will be reviewed at least annually and school will invite families and agencies involved with the child. This is called an Annual Review meeting. Having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Specialist Service for Special Educational Needs (SSSEN) works directly with children with Education, Health and Care (EHC) Plans and Inclusion Panel Funding Plans. In order to receive support from SSSEN, the child must attend a state funded mainstream infant, junior or primary school and have an EHCP or Inclusion Funding request in place. From September 2022, schools now need to refer a child directly to SSSEN using the referral form provided. Support from SSSEN is agreed by the head of service when the child has significant barriers to learning and complex cognitive and learning needs that meet SSSEN criteria. The LA support offer for SSSEN has been adapted in February 2022 and now face-to face support for pupils with an EHCP or GRIP plan will only be if the individual pupils is assessed at percentile 3 or below in at least 2 of reading, spelling, or mathematics. Pupils assessed at percentile 5 or below or greater than percentile 3 in reading, spelling or mathematics will receive inclusion and learning support advice through weekly support for 6 weeks. Pupils assessed greater than percentile 5 in reading, spelling or mathematics will be provided with written advice in a Specialist Assessment Report.

Training and resources

In-service training needs related to special educational needs will be identified by the SENCO and Head Teacher who is responsible for staff Continuing Professional Development in consultation with the staff and will be incorporated into the staff development plan.

Storing and managing information

Information is held in a locked cabinet or on the internal computer system. This complies with the General Data Protection Regulations – GDPR 2018. Further information regarding GDPR is available on the school website.

Dealing with complaints

Concerns about provision for SEND pupils or about the identification of their needs should initially be shared with the class teacher of the SENDCo. The next stage is to talk to the Headteacher. If there is not a satisfactory outcome, then the concern should be taken to the Governors following the school's complaints procedures.