



Special Educations Needs & Disability (SEND) Policy

Revision:	1.4
Authors:	SLT SENDCo
Reviewed:	September 2025
Review Date:	September 2027

Allenton Community Primary School
Brookhouse Street
Allenton
Derby
DE24 9BB
Tel: 01332 701144
Email: admin@allenton.derby.sch.uk

Allenton Community Primary School
Special Educational Needs and Disabilities (SEND) Policy

1. Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following documents: It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice 0 – 25 (January 2015);
- Schools SEND Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014);
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014);
- Teachers Standards 2012;

2. Responsibility for the coordination of SEND provision

The people responsible for overseeing the provision for children with SEND are Jacqui Trowsdale (Head of School) and Andrew Sharp (Executive Head Teacher).

The person co-ordinating the day-to-day provision of education for pupils with SEND is Danielle Fox, the Special Educational Needs and Disability Co-ordinator (SENDCo).

The SENDCo can be contacted at:

Allenton Community Primary School – Tel (01332) 701144 – or via e-mail

DFox@allenton.derby.sch.uk

The School Governor responsible for SEND is: Emma Hampton. She can be contacted via e-mail -

admin@allenton.derby.sch.uk

3. Mission Statement

3a. Aims

Our overarching aim is to create an atmosphere of encouragement in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals 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;
- endeavouring to meet the individual needs of each child;
- developing 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 by termly 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 consider 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;
- ensuring access to a range of resources and training to support staff in their teaching of children with SEND;
- including the voice of the child in monitoring and reviewing target setting.

3b. Objectives

- to identify and provide for pupils who have special educational needs and additional needs;
- to provide access to a broad and balanced curriculum through careful planning, differentiated work, extra staff to give support and specific resources to meet needs, as far as possible within financial constraints;
- to work within the guidance provided in the SEND Code of Practice, 2015;
- to provide support, advice and training for all staff working with pupils with special educational needs;
- to develop an effective partnership between parents and school with regard to SEND provision.

4. Definition of Special Educational Needs

4a. Definitions of Special Educational Needs (SEND) taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years

- 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special education 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- For a child under two years of age, special educational provision means educational provision of any kind.

SEND is divided into 4 broad areas:

Communication and Interaction - this includes children with speech and language delay, impairments or disorders and those with ASD, including Asperger's syndrome and Autism.

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; displaying disruptive or disturbing behaviour; hyperactive; or lack concentration. These behaviours may reflect underlying mental health difficulties.

Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties, such as visual or hearing impairment.

It is worthy of note that there are other factors that might impact on progress and attainment but are **not** considered as SEND.

Factors such as attendance and punctuality, being in receipt of a Pupil Premium Grant, being or being a child of a Serviceman/woman are not automatically regarded as SEND. Children are not 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. Behavioural difficulties do not necessarily mean that a child or young person has a SEND and do not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment also do not necessarily mean that a child has SEND.

4b. Disability

Many children and young people who have SEND 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 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND 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.

4c. A Graduated Approach to SEND Support

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. The quality of teaching is carefully reviewed by the SLT through regular lesson observations, work scrutiny, planning scrutiny and pupil progress meetings.

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

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child’s previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to such progress should be quality first teaching targeted at their area of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with their wider development or social needs. Pupils whose progress is causing concern are identified to the SENDCo and are monitored.

If these concerns continue to persist interventions may be run, in the classroom or outside the classroom, in a smaller learning environment, by a Higher Level Teaching Assistant (HLTA) or Teaching Assistant. Again, the SENDCo will monitor progress within this intervention group, through regular discussions with those running the intervention and through data analysis on a termly basis.

If progress continues to be slow a pupil might be identified as having SEND. In these cases the school will take action to remove any potential barriers to learning and put effective special educational provision in place.

This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing Understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.

4d. Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will 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. School will take seriously any concerns raised by a parent. In some cases outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments in these instances.

4e. Plan

Where it is decided to provide a pupil with SEND support, parents will be formally notified. The teacher and the SENDCo will agree, in consultation with the parent and the pupil (where appropriate), 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 (once a term). The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

4f. Do

The class teacher will 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, they will retain responsibility for the pupil. They will 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 SENDCo 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.

4g. 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, on a termly cycle. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. These views will be recorded and will feed into the analysis of the pupil's needs. The class teacher, working, if required, with the SENDCo, will 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 co-operation 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 SLT
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- the School Self-Evaluation document
- meetings of parents and staff, both formal and informal

4h. Managing the needs of pupils on the SEND register

All children on the SEND Register will have records and documents kept, both in class and by the SENDCo. The information can also be accessed via a secure login to our web-based SEND information portal. Target setting sheets (known as Support Plans within school) will be completed termly. These

will detail 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. The target setting documents are designed to be a working document which is updated to reflect the current needs of the child.

Alongside the Support Plans, every child with SEN will have a one-page profile or passport. This gives a brief overview of the child's support from the point of view of the child. These are to be completed once a year by the child with a familiar adult in school and should be updated as necessary. They should be accessible to the child and an agreed position in the room should be identified for the Passports to be kept e.g: their table, front of books, display or tray.

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 target setting sheets. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and the appropriateness and quality of outcomes.

4i. Specialist Support

Schools may involve specialists at any point. 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 will 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 will be recorded and shared with the parents and teaching staff supporting the child, in the same way as other SEND support.

4j. Education, Health and Care Needs Assessments

From September 2014 the new Children and Families Act 2014 became law. This replaced the Statement of Special Educational Needs with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.

The main differences are that the EHCP:

- is more person centred, with more engagement and involvement in the process from parents, carers, children and young people;
- has more of a co-ordinated assessment process across education, health and care services;
- focuses on outcomes to be achieved for each child/young person;
- runs from birth to age 25;
- includes parents, carers, children and young people at the heart of the changes;
- legislation applies equally to all schools including academies and free schools.

If a child has lifelong or significant difficulties they may undergo an Education and Health Care needs assessment, 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 needs assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Any other agencies / professionals involved with the child, as appropriate

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 not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate an Education and Health Care needs assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer. This can be accessed at: <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>.

4k. Criteria for exiting the SEND register

If it is felt that a pupil is making progress, which is viewed as being sustainable, then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents will be taken into account, as well as that of any other professionals involved with the child. In instances where it is agreed by all parties to take a pupil off the SEND register, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings, and also by the SENDCo on a termly basis. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

5. Supporting Pupils and Families

5a. Access Arrangements

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo/SLT will liaise with the class teacher to assess pupils' eligibility for access arrangements.

5b. Admission Arrangements

Allenton Community Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

According to the amended Education Act 1996, (Section 316), if a parent wishes to have their child with an Education Health Care Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

5c. Transition Arrangements

The SENDCo and/or Head of School liaise with local Secondary schools and pass on information about pupils with SEND before their transfer to that school. The SENDCo from the relevant Secondary school is invited to attend the Y5 and Y6 Annual Review meeting for pupils with a Statement of Special Educational Needs or Education Health Care Plan, as well as conversion

meetings. If a child moves to another school, their records will be transferred to their new school within 15 days of the child ceasing to be registered at our school and where possible we will arrange a meeting between our SENDCo and the new school's SENDCo to ensure as smooth a transition as possible.

5d. Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision, and in these instances the SEND Code of Practice (2015) is followed.

5e. Training and Resources

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. The SENDCo will provide, or arrange, training where necessary in order to target identified needs. It is also the SENDCo's responsibility to source and order new resources to aid the provision for children on the SEND register.

All teachers and support staff undertake induction on taking up a post and, where appropriate, this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. The school's SENDCo keeps up to date with local and national updates in SEND and has the National Award for SEN Coordination.

6. Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head of School and Executive Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. In addition to the Governing Board the school's Head of School, the SENDCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

6a. Role of the Governors

The Governing Board will do its best to ensure that the necessary provision is made for any pupil who has SEND. All Governors are aware of their responsibilities for SEND and matters are regularly brought to their attention. The Governor with responsibility for inclusion monitors the school's work closely on behalf of the children with SEND and meets with the SENDCo on a regular, termly basis.

6b. Role of the Head of School

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Head of School keeps the Governing Board fully informed of SEND issues. The Head of School works closely with the SENDCo.

6c. Role of the SENDCo

The SENDCo has a key role in determining the strategic development of the SEND policy and provision in Allenton Community Primary School in order to raise the achievement of children with

SEND.

The SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with special educational needs;
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEND;
- Ensuring that information on EDUKEY (the secure, web-based information portal) is up-to-date.
- Overseeing the records of all children with special educational needs;
- the administration of the SEND register;
- 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;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies;
- Planning for the admission of new children with SEND;
- Planning for the transition of children with SEND into Y7;
- Alongside the SLT, record interventions via Provision Mapping;
- Assisting in the monitoring and evaluation of the progress of pupils with SEND through the use of school assessment information, such as test and teacher assessment data placed on 'Insight' the school's pupil progress tracking system, and other class-based assessments/records;
- evaluating interventions in conjunction with support staff.

At Allenton Community Primary School we acknowledge the importance of this role and the time required for managing Special Educational Needs provision.

6d. Role of Class Teachers

All 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 SENDCo, 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 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.

6e. Role of Teaching Assistants

All Teaching Assistants should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedure for giving feedback to teachers about pupils' progress.

Teaching Assistants work as part of a team with the SENDCo and class teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important

role in monitoring progress.

7. Storing and Managing Information

Documents relating to pupils on the SEND register will be stored in a locked cabinet. They are also uploaded onto EDUKEY. SEND records will be passed on to a child's next setting when he or she leaves Allenton.

8. Accessibility

Allenton Community Primary School has prepared an Accessibility Plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the curriculum;
- increase the physical accessibility of school premises for disabled children;
- improve the delivery of information which would usually be provided in writing to disabled children, where this is not appropriate.

Where parents want a child with a significant disability or Special Educational Need to continue their education at Allenton Community Primary School, every effort will be made, in partnership with the LA, to take all reasonable steps and make all reasonable adjustments, to meet the parent's wishes.

9. Complaints Procedure

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEND provision will be rare. However, should there be a complaint, the following procedure will be adopted:

- 1) Parents are encouraged to discuss the problem with the class teacher, together with the SENDCo.
- 2) If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head of School. If necessary, parents may complain to the Governors in writing. The Complaints procedure is available from the school office and on the school website.
- 3) If the problem remains unresolved, the parents have the right to discuss their problems with a Trust representative, with or without members of the school staff present. If appropriate the Derby City SEND Information, Advice and Support Service (SENDIASS) (formerly the Derby City Parent Partnership Service) can become involved to support the parents and give advice.

Reviewing the Policy

This policy will be reviewed on an annual basis.

Other documents / links

The school's SEND Information Report, which links closely with this policy, is available on the school website:

www.allentonprimaryschool.co.uk

Information about the Local Authority's Local Offer can be found on the Derby City Council website. A link is provided below:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>