



Youlgrave, All Saints' CofE Primary School

Special Educational Needs and Disabilities (SEND) Policy

Let the little children come to me and do not try to stop them, for the kingdom of God belongs to such as these.

(Luke 18:16)

The Senco at Youlgrave Primary School is Ms Teresa Nicholls and she can be contacted at the school on 01629 636289 or by email TNicholls@youlgrave-allsaints.derbyshire.sch.uk

Alternatively, contact the interim executive headteacher – Mrs Sophia Barker:
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1.Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Youlgrave All Saints C of E (VA) Primary School is fully inclusive for all children with additional needs. We work closely with parents, carers and children to ensure the very best outcomes for children with SEN and disabilities. To support the children with SEND we might invite outside agencies to support and advise us further, such as Behaviour Support (BSS), Support Service for Special Educational Needs (SSSEN) Autism Outreach, Speech and Language and Occupational Therapists and any other outside agency that can offer support to our children with additional needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCO's) and the Special Educational Needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a d4. Inclusion and equal opportunities

3. Introduction

Youlgrave, All Saints C of E (VA) Primary School is committed to providing excellent teaching and learning experiences for all children, so they are equipped with the necessary life skills and prepared for the next phase in their lives. We believe that all children, including those identified as having a special educational need and/or disability (SEND) have a common entitlement to a broad and balanced and social curriculum, which is accessible to them and where they are fully included in all aspects of school life. We aim to create a community where children are aspirational, able to enquire about the world and they understand and celebrate diversity.

We know that forming good relationships with our families and wider community is the key to a successful partnership to ensure our children enjoy coming to school and engage well with their learning. We believe all children should be equally valued in school. We will not tolerate prejudice and discrimination. Our aim is to develop an environment where all children can flourish and feel safe.

Youlgrave All Saints C of E (VA) Primary School is committed to inclusion. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure this happens for all the children in our school – regardless of age, gender, ethnicity, attainment or background. This does not mean we will treat all learners in the same way but will respond to learners in ways which take account of their varied life experiences and needs.

At Youlgrave All Saints C of E (VA) Primary School we aim to identify these needs as they arise and provide teaching and learning opportunities to enable every child to achieve to their full potential.

- The SENDCo is Ms. Teresa Nicholls and the interim executive headteacher is Mrs. Sophia Barker. To reflect the SEN Code of Practice (2014) all teachers are teachers of children with SEND.

Definitions and Vision Statement

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Vision Statement:

‘We Care’

‘Welcoming all Community Achievement Respect Encouragement’

- To set high expectations of all learners to ensure SEND children are identified and met throughout the school through an inclusive classroom.
- To ensure all children with SEND are supported to access learning through a broad and balanced curriculum; that provides every SEND child with the opportunity to experience success, to achieve their full potential alongside their peers to acquire skills, concepts and knowledge.
- To create an ethos in school that is child centered and seeks the views of the SEN child at its heart, along with their families and carers viewpoints.

- To be ambitious for our young people and want them to achieve the very best they can; succeeding in their education to become successful adults.
- To reflect the SEN Code of Practice (2014) that all teachers are teachers of children with SEND.
- To use a graduated response to provision of children with special educational need/disabilities are identified early, assessed so their needs can be met quickly to ensure the highest.
- To work collaboratively with the child, parents, carers, staff and with other professionals where needed, to provide the most support possible for the child
- To seek child and parent views to help with the planning and decisions in the SEN provision and the outcomes.
- To clearly identify the roles and responsibilities of the Head Teacher, SEN co-ordinator and SEN governor in providing an appropriate education for pupils with special educational needs/disabilities.
- To ensure all children with SEND have ambitious, yet manageable, curriculum opportunities including the wider school life and activities so they develop skills for life with increasing independence.
- To liaise with outside agencies to ensure high quality provision.

4. Roles and responsibilities

4.1 The SENCO

The interim SENCO at Youlgrave Primary School is Ms Teresa Nicholls.

They will:

- Work with the interim executive headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Help select, train, organise and manage a team of teaching and learning support assistants
- Organise support for children with SEND and observe and monitor this support

- Ensure children with SEND have full access to the curriculum
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date; track the progress of children with SEND
- Ensure transitions for all children with SEND are in place
- Report to the governing body on the success and deployment of SEND
- Support any decisions and discussions with class staff and parents, based on evidence, that child may no longer need an intervention or may need another intervention

4.2 The SEN governor and governing body will:

The SEN governor will:

- Publish the SEND information and report on the school's website and ensure it is reviewed annually
- Ensure the SENDCo is carrying out their duties as set in this policy
- Meet with the SENDCo – termly – and report back to the governing body
- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The interim executive headteacher

The headteacher team will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Be responsible for the initial identification of a pupil's SEND through observation of classroom practice and ongoing assessment and inform the SENDCo of any concerns
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision; share any concerns with the SENDCo
- Inform the parents of the decision to move a child on or off the SEND register
- Share any targets with parents so they may help their child at home
- Attend any review meeting
- Ensuring they follow this SEN policy

4.5 The midday supervisors/catering staff will:

- Know the children with SEND so they can support and include them at lunch time
- Read any risk assessments, provided by staff, so they are fully aware of the children's needs
- Ensuring they follow this SEN policy

4.6 The office staff will:

- Know the children with SEND so they can support as needed
- Read any risk assessments, provided by staff, so they are fully aware of the children's needs
- Ensuring they follow this SEN policy

5. SEN information report – see full Youlgrave Information Report

5.1 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, signs of dyslexic traits, difficulty in accessing the planned KS2 curriculum
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) (ODD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Our children mostly transfer from Youlgrave Preschool. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Our SEN provision map is reviewed and updated each term.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's files and shared with parents. For example, forms completed for the Educational Psychology service, Behaviour Support Service and forms completed for medical professionals will be copied for the pupil's SEN file.

We will discuss with parents when it is decided that a pupil will receive SEN support. This information will be shared at parents' evenings through an ITP (Individual Teaching Plan)

and GRIP/EHCP reviews and at any time a class teacher might want to share information with a parent to achieve the best possible outcomes for any child with SEN.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to 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 or behaviour
- Other teachers' assessments, where relevant SSSEN assessments (Specialist, Support Service for Special Educational Needs), BSS (Behaviour Support Service), SALT targets (Speech and Language Reports), Educational Psychology Reports and any reports written by medical professionals. All reports received are copied and placed in the child's SEN file.
- The individual's development in comparison to their peers and national data
- The views and experience of parents when a child has an EHCP or Inclusion support.
- The pupils' own views if they have an EHCP or Inclusion support.
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENCO, Ms Nicholls, will liaise with the SENCO at Youlgrave Pre School and Reception staff at Youlgrave Primary School so all Reception staff can prepare for the children that will start school in September. Transition work will begin in the summer term, before the children start their Reception year. SEN information will be passed between the two schools to aid a smooth transition. Ms Nicholls will join the SENCO from the pre-school for any SEN applications/ reviews of any children that are coming into school in September. This ensures the smooth transition of any support needs, specialist service involvement and can address any parental concerns.

All nursery children from the feeder school, and any other nursery children, preparing to join the school in September will be invited to join the children at Youlgrave Primary School

for transitional visits. This allows the staff to meet the new children and their parents. Parents of children with SEN are introduced to the SENCO, the interim executive Headteacher, the Key Stage 1 team and the rest of the staff at Youlgrave Primary School. The key members of staff are available throughout the transition meeting to answer any questions a parent may have. All parents have the opportunity to walk through the school on a guided tour with the Headteacher/SENDCo so they are familiar with the school building.

Ms Nicholls will liaise with secondary SENCOs so that any child with SEN, transferring into Year 7, has a smooth transition. Secondary SENCOs will be invited to any EHCP and Inclusion reviews during Year 6 so that the child's needs can be planned for in Year 7. This is also a useful opportunity for parents to meet with secondary SENCO, and share contact details, so any worries they may have can be addressed.

All Year 6 children have an induction session/day at their chosen secondary school. Children with SEN are included in these. Some children with SEND will have an enhanced transition program for Year 7.

5.6 Our approach to teaching pupils with SEN

We are very ambitious for our pupils with special educational needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide various interventions, such as:

Read, Write Inc Phonic catch up, Positive Play, Precision Teaching, Fresh Start, Power of 10, Memory Fix, Talking Tins, Pre-teach, booster sessions, focused and daily reading, Speech and Language session ELSA – to be started Spring Term, physical interventions to support gross motor skills – Smart Moves, tricky fingers to support fine motor skills, handwriting interventions– Write From The Start, iPad apps – Clicker.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have at least one teaching assistant in every class who is able to support children with their learning.

Teaching assistants will support pupils on a 1:1 basis or support pupils in small groups. All children with SEN will be taught by quality first teaching.

5.9 Expertise and training of staff

Our SENCO has many years' experience in this role and has worked in previous schools as a SENCO. Ms Nicholls holds the National Qualification for Special Educational Needs.

Ms Nicholls is the SENCO at Youlgrave Primary School supporting SEN provision across school.

We have a team of teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to support and cover classes and support SEN interventions.

In the last academic year, staff have been trained in Precision Teach, Restorative Practice – Having restorative conversations and the Educational Psychologist has delivered staff training on metacognition, executive functioning. Three support staff are completing their Level 3 certificates, one HLTA; ITP

We use specialist staff to help support our children with additional needs including Behaviour Support, Educational Psychology team, Autism Outreach, Speech and Language, Physio, ELSA, Positive Play

5.10 Securing equipment and facilities

To support the needs of any child with SEN we will liaise with health, and speech and language, to secure any equipment and resources that a child might need.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after 12 weeks; ITP will be written twice a year with staff and parents and shared at parents evenings
- Using pupil questionnaires – parent questionnaires
- Monitoring by the SENCO and the governor responsible for SENCO – SEND learning walk
- Using provision maps to measure progress each term
- Holding annual reviews for pupils with EHC plans; previous GRIP

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip(s) in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

➤ How to find your school's accessibility plan:

➤ [Accessibility plan](#)

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are given equal encouragement to be part of after school clubs to develop their interests and promote teamwork/building friendships etc....

We have a zero-tolerance approach to bullying. Please see our behaviour policy.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

Educational Psychology service, Behaviour Support, Speech and Language, Autism Outreach, Positive Play Leaders and any medical professionals. We have a Family Resource Worker – based at Lady Manners - who works very closely with social care services and supports our families when needed.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/headteacher in the first instance, as listed in section 5.17. Any complaints will then be referred to the school's complaints policy. Please see below, section 5.17, for the main contact numbers

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

For support in our local area, please see Derbyshire's Local Offer.

The local offer is an information, support and advice service for children and young people aged 0 to 25 with special educational needs or disabilities (SEND). The offer is available from the following website:

Derbyshire Local Offer – Derbyshire County Council

www.derbyshire.gov.uk

If, as a parent or carer, you need additional support around SEND, please contact the local DIASS team and they will be able to offer additional support.

Derbyshire Information, Advice and Support Service (DIASS) is 01629 533660

www.derbyshireiass.co.uk

5.17 Contact details for raising concerns

Complaints can be raised with the child's class teacher, SENCO or Headteacher. To speak directly with a class teacher, ring the main office and speak to the business manager Mrs. Mandy Stafford – Wood.

To contact the school office to arrange an appointment: 01629 636289

To email Mrs Sophia Barker (Interim Executive Head Teacher) please use the following email address:

sophia.barker@youlgrave-allsaints.derbyshire.sch.uk

To email Ms Teresa Nicholls (SENDCO) please use the following email address:

TNicholls@youlgrave-allsaints.derbyshire.sch.uk

To email Mrs. Vicky Jones (school governor responsible for SEND) please use the following email address:

v.jones@youlgrave-allsaints.derbyshire.sch.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Ms Nicholls **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- [Accessibility plan](#)
- [Behaviour policy](#)
- [Equality information and objectives](#)