

STENSON FIELDS PRIMARY COMMUNITY SCHOOL



Special Educational Needs and Disability (SEND) and Inclusion Policy January 2026

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013;
- SEND Code of Practice 0-25 (June 2014);
- Schools SEND Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014;
- Safeguarding Policy;
- Accessibility Plan and
- Teacher standards.

At Stenson Fields Primary School, we acknowledge that all pupils share the right to a broad and balanced curriculum as stated in the National Curriculum for England (DfE, 2014):

“Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life”*

The National Curriculum (2014) emphasizes the importance of including all pupils in the delivery of such a curriculum (see appendix A)

INCLUSION OF ALL PUPILS (including SEND)

The Headteacher and SENCO oversee the school’s policy for Special Educational Needs and Disability and Inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice about individual children with external agencies when appropriate.

INTEGRATION

Children with special educational needs and/or English as an additional language will be integrated into mainstream classes having access to the Primary National Curriculum. Where necessary, they will be presented with differentiated tasks, individualised curriculums, TA support, English as an additional language support, curricular adaptations, pastoral or discipline procedures or support appropriate to the individual pupil’s ability, aptitude and developmental stage.

It may be necessary to withdraw them from their class group so they can carry out a specific individual programme (e.g. speech programme) where a quiet space is required, on some occasions.

ADMISSION ARRANGEMENTS

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010 and are outlined in the admissions arrangements (see school website). All admissions to primary school are processed centrally by Derbyshire County Council or Derby City Council.

This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Children with special needs and disabilities will be admitted to school if they meet the criteria set out in the Local Authority admissions policy providing the necessary resources are forthcoming from the Local Authority (LA) and/or the school has the necessary resources to meet the specific individual needs of that particular child. For children with an Education, Health and Care (EHC) Plan, the school also has a duty to admit a young person to the school if it is named in their EHC plan and to provide the educational support specified in the plan. This policy does not discriminate on grounds of race, religion or ethnic origin.

OBJECTIVES OF THIS POLICY

1. To provide a broad and balanced curriculum that encourages and stimulates the best possible progress and highest attainment for all pupils including:
 - minority ethnic and faith groups;
 - travelers;
 - children in Care/ Looked After Children;
 - children with SEND, including:
 - Autistic Spectrum Disorders;
 - ADHD;
 - Specific Learning difficulties;
 - Moderate Learning difficulties;
 - Severe Learning Difficulties;
 - Profound & Multiple Learning difficulties;
 - Social, mental and emotional health needs;
 - Speech and Language difficulties;
 - Communication and interaction difficulties
 - Hearing Impairments;
 - Visual Impairments;
 - Multi-sensory Impairments;
 - Physical disabilities
2. To identify early and provide for pupils who have special educational needs and/or a disability.
3. To work within the guidance provided in the SEND Code of Practice, 2014 and the Primary National Curriculum, 2014.
4. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
5. To provide support and advice for all staff working with special educational needs pupils and communicate with all concerned—child, parents, carers, teachers and outside agencies.
6. To enable all children to reach their academic and personal potential so that they are able to become a valued member of the community.
7. To give all children access to the social life of the whole school and to the whole curriculum.

INCLUSION FOR ALL

Teachers resolve to take specific action to set appropriate learning challenges by:

- teaching the knowledge, skills and understanding in ways that suit their pupils' abilities, through different learning styles;
- choosing knowledge, skills and understanding from an earlier key stage if they are working below age related expectations so that individual pupils can make progress and show what they can achieve and
- using a flexible approach to take account of any gaps in pupils' learning. These will need to be addressed before moving into the age-related curriculum.

Teachers resolve to take specific action to respond to pupils' diverse needs by:

- promoting personalised learning;
- creating effective learning environments;
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches;
- using appropriate assessment approaches and
- setting aspirational achievable targets for learning.

Teachers resolve to take specific action to respond to overcoming potential barriers to learning and assessment by:

- supporting individual and groups of pupils to enable them to participate effectively in the curriculum and assessment activities;
- ensuring access to specialist equipment and approaches set out in school based intervention programmes;
- providing for pupils who need help with communication, language and English;
- planning where necessary to develop pupils' understanding through the use of available senses and experiences,
- planning for pupils' full participation in learning and in physical and practical activities;
- helping pupils manage their behaviour, to take part in learning effectively and safely
- helping individuals to manage their emotions and to take part in learning;
- planning appropriate amounts of time to allow for the satisfactory completion of tasks;
- planning opportunities, where necessary, for the development of skills in the practical aspect of the curriculum;
- identifying aspects of the National Curriculum that may present specific difficulties for individuals and
- taking specific action to help pupils who are learning English as an additional language, developing their spoken and written English to ensure access to the curriculum and assessment

ATTENDANCE

Pupils are expected to attend school on time unless their absence is unavoidable. Parents/carers are expected to work closely with school staff in resolving any difficulties in attendance at an early stage. The school will operate in accordance with the prescribed regulations covering the marking of registers, granting of leave, the removal of pupils from role and the authorisation of absence. Maximising attendance is a school priority and to achieve this goal parents/carers are contacted on the morning of absence if notification has not been given. Attendance percentages and its impact on learning is followed up as appropriate and included on the annual school report to parents/carers.

Roles and responsibilities

The named person who is responsible for managing the provision for SEND at Stenson Fields Primary School is the Special Educational Needs Co-ordinator (SENCO), Mrs Tabberer. Mrs Tabberer is also the Assistant Headteacher. She has the supporting qualification: Postgraduate Certificate in SEND Co-ordination.

The SENCO can be contacted through the School Office on 01332 772452 or via email:

SENCO@stensonfields.derbyshire.sch.uk

The named Governor for SEND is Kate Dharan who can be contacted through school on the above number.

An annual SEND Information Report will be shared with parents, carers and the governing body and published on the school's website.

Every teacher is a teacher of every child or young person including those with SEND. As such Stenson Fields Primary School adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

THE SENCO:

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provide.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEND link governor

The SEND link governor is Kate Dharan

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
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The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - o Set clear outcomes and review progress towards them
 - o Discuss the activities and support that will help achieve the set outcomes
 - o Identify the responsibilities of the parent, the pupil and the school

- o Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They may be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age.

Or

- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

The following are not considered to be SEND but they may impact on progress and attainment:

- disability (if reasonable adjustments can be made - SEND Code of Practice 0-25);
- attendance and punctuality;
- health and Welfare;
- EAL (English as an additional language);
- being in receipt of Pupil Premium funding;
- being a looked after child and
- being a child of a Serviceman/woman.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways.

- The class teacher may have concerns about a child's ability to learn and access the curriculum compared to children of the same age.
- The use of school's data tracking identifies pupils who are not making expected progress or are not on track to achieve the expected standards by the end of the year.
- Concerns may be voiced by parents, members of staff or external professionals.
- Pupils may start school with outside agencies already involved. Stenson Fields Primary School has excellent links with outside agencies including, but not limited to Pediatricians, Educational Psychology, Physiotherapy, Occupational Therapy, Speech and language Therapy, Support Service for children with physical, visual and sensory impairments. The SENCO makes referrals to these outside agencies as needed.
- Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and intervention monitoring. Children achieving below age expectations or making less than expected progress are identified. The class teacher, alongside other support staff, plans an appropriate differentiated curriculum for children with Special Educational Needs to ensure high quality teaching and learning with effective support and resources. Clear individual support plans are put in place and reviewed each term or as necessary. Children may participate in an evidence-based intervention. The efficacy of this is evaluated to ensure maximum progress and impact for our children.
- At times, teaching and learning within a cohort may need to be adjusted to address the unique needs of that year group. These adjustments will be implemented through quality-first teaching, without necessarily requiring students to be added to the SEN register.

A GRADUATED APPROACH: QUALITY FIRST TEACHING

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators are identified.
2. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities (including interventions) that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will be completed using Provision Mapping throughout the school.
4. Staff will consult the SENCO as needed for support and advice. It may be appropriate to observe the child in class.
5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward
6. If a child has been recently removed from the SEND register they may also fall into this category as continued monitoring will be necessary
7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school

8. The child is recorded by the school as being monitored due to concern by a parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings

9. Parents' Evenings and informal meetings with parents are used to monitor and assess the progress being made by the children

SEND SUPPORT

Where it is determined that a pupil does have SEND, it will be discussed with parents and the children will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

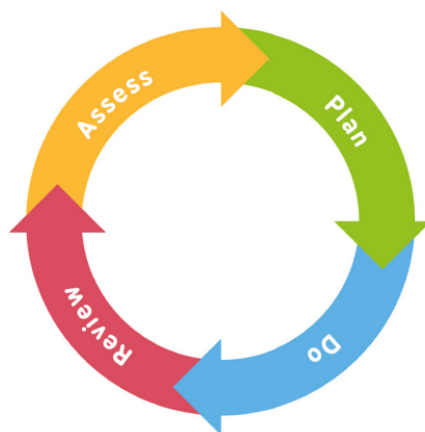
Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.



ASSESS

- Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.
- Any parental concerns will be noted and discussed.

- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate
- Share information with external agencies. Where they are not involved they may be contacted, if this is felt to be appropriate, following agreement from parents.

PLAN

- Planning will involve consultation between the teacher, SENCO and parents to agree the interventions and support that are required; this will be discussed in a meeting and outlined on a Support Plan. The child's views will also be considered.
- All staff working with the pupil, will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place

DO

- The class teacher remains responsible for working with the child on a day to day basis. Class teachers have responsibility for planning, monitoring interventions, and liaising with support staff. Teachers will support teaching assistants with assessing and reviewing the impact of the support.
- Additional support and assessment of a pupil's needs will be provided by the SENCO. The SENCO will seek advice from external agencies if appropriate.

REVIEW

- A child's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly.
- As for the planning stage, the child's and the parents'/carers' views will be taken into account. Support Plan review meetings will take place three times a year (Autumn, Spring and Summer term) or more regularly if necessary. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

REQUESTS FOR DERBYSHIRE COUNTY COUNCIL INCLUSION FUNDING (PREVIOUSLY GRIPS FUNDING) (GRADUATED RESPONSE FOR THE INDIVIDUAL PUPIL) OR AN EDUCATION, HEALTH AND CARE (EHC) PLAN

ADDITIONAL FUNDING

- If a pupil continues to be working significantly behind their peers, despite having had a differentiated curriculum and specific interventions, inclusion funding may be applied for to help accelerate their learning.

EHCP

- If a child has lifelong or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

- teachers / SENCO;
- parents;
- social care;
- Educational Psychologist / Clinical Psychologist (if appropriate) and
- professionals – e.g. CAMHS, School Health, Paediatricians.

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health, social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the **SEND Local Offer**:

Derbyshire: <https://localoffer.derbyshire.gov.uk/#!/directory>

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

EDUCATION, HEALTH AND CARE PLANS (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council or Derby City Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The EHC Plan will also 'move' with the child. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support / amending objectives.

WHAT IS THE LOCAL OFFER?

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found on:

Derbyshire: <https://localoffer.derbyshire.gov.uk/#!/directory>

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

LINKS WITH SUPPORT SERVICES

The school has a strong working relationship and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEND provision at our school.

Support Services include:

- educational psychology;
- health – school nurse, paediatricians, Clinical Psychologists;
- teachers for the visually, physically or hearing impaired;
- CAMHS (Child, Adolescent and Mental Health Service);
- Speech and Language Therapists;
- Physiotherapists, Occupational Therapists;
- behaviour support service;
- support Service for Special Educational Needs;
- specialist outreach services – autism outreach;
- social services and
- multi agency teams.

WORKING IN PARTNERSHIP WITH PARENTS / CARERS

Stenson Fields Primary School believes that a close working partnership with parents /carers is vital to ensure that:

- information is shared with everyone;
- early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- continuing social, emotional and academic progress of children with SEND and
- personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see the class teacher or SENCO can be made through the school office.

SUPPORTING PUPILS AND FAMILIES

- The SENCO is responsible for ensuring SEND children can access KS2 SATs and other assessments that take place during the school year. Some children with SEND may be disapplied from taking the end of Key Stage 2 tests, if they are working significantly below their year group or are not accessing the National Curriculum.
- Where English is not the parents'/carers' first language, school will make every effort to provide support in all meetings to inform of any outcomes of discussions and to explain the system of support.
- When moving to a new year group, information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. When a child transfers to Secondary School staff liaise with each other and share information and records are transferred. Additional transition visits are set up for individual children if appropriate. If a child has an EHC plan in year 5, the SENCO or representative from the Secondary School will be invited to attend the annual review meeting.

More information is available through the LA local Offer at:

- Derbyshire: <https://localoffer.derbyshire.gov.uk/#!/directory>
- Derby City: <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Derbyshire Information, Advice and Support Service for SEND can also be contacted for advice:
Telephone - 01629 533668
Email – ias.service@derbyshire.gov.uk
Website: <https://www.derbyshireiass.co.uk/parents-and-carers/information-for-parents-and-carers.aspx>

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils 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 the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in December 2015.

ACCESSIBILITY

The school has no SEND specialisms or special units. The school has access and facilities for the disabled. These include:

- single storey buildings, no steps;
- disabled parking facilities next to school entrance;
- double doors;
- toilet facilities for disabled;
- carpeted classroom areas to aid hearing-impaired children;
- 'sound fields system' installed into some classrooms and

More information can be found in the school's disability and accessibility scheme and accessibility plan.

COMPLAINTS PROCEDURE

In the first instance, we encourage parents to contact their child's class teacher.

If concerns remain we ask parents to contact the SENCO and Headteacher.

In the unlikely event that a concern is not resolved, parents are asked to contact the Chair of Governors. Formal complaints can be made following the complaints procedure - a copy of the policy can also be found on the school's website.

MONITORING AND EVALUATION: SEND

This policy will be kept under review. The progress of pupils with SEND will be tracked closely by the class teacher through pupil progress meetings each term. These pupils will be assessed in a variety of ways:

- continuous assessment;
- observations;
- questioning;
- learning outcomes;
- test results;
- statutory assessments (Year 6);
- assessing pupil progress
- discussion with parents/carers;
- discussion with the pupil;
- standardised assessments;
- discussion with outside agencies;
- provision maps and
- support plans.

In the case of pupils with a support plan, these will be reviewed with the class teacher, SENCO, the pupil and parents three times a year and for pupils with additional funding or an EHC plan, progress will also be reviewed annually.

In addition, the SENCO will monitor the effectiveness of this policy by:

- monitoring staff awareness and individual need;
- ensuring special or additional needs are identified at an early stage;
- evaluating the impact and effectiveness of interventions;
- monitoring provision through scrutiny of provision maps;
- analysing progress data for pupils with special educational needs
- liaising with outside agencies;
- liaising with teaching and support staff.

This policy will be reviewed every year and is due for renewal in January 2027.
Updated March 2026

Approved by governors
Date:.....

National Curriculum Guidelines on Inclusion

Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEND Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND Code of Practice outlines what needs to be done for them.

4.4 With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.