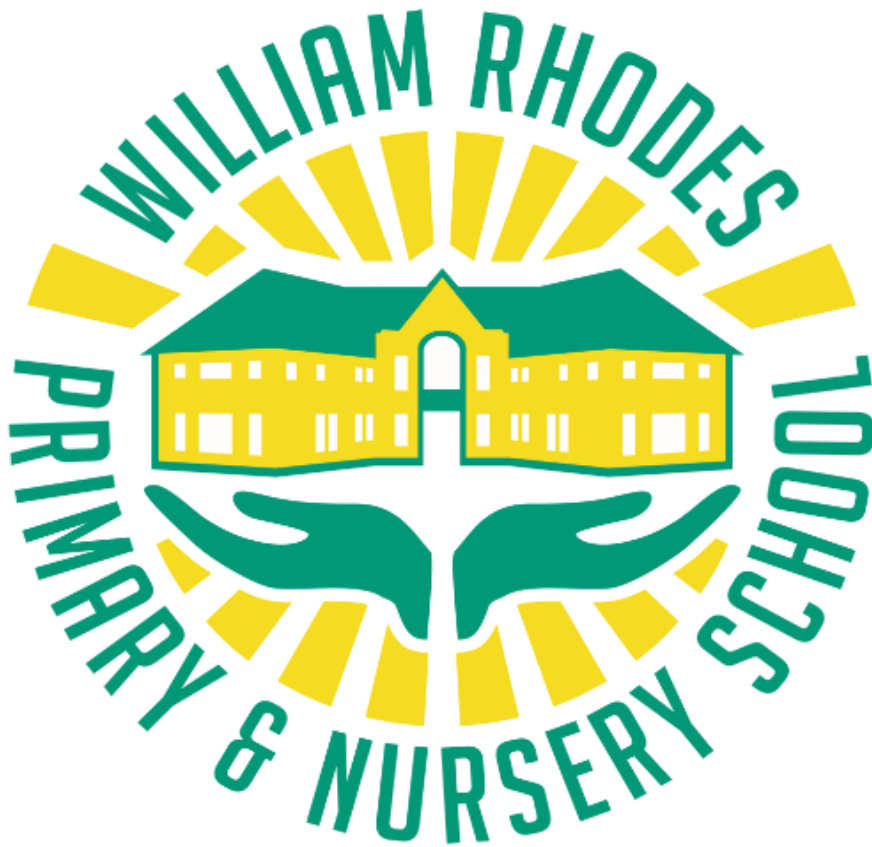




Ready, Respectful, Safe

Special Educational Needs & Disability (SEND) and Inclusion Policy

v. September 2026

This policy was formally adopted by governors in September 2026 and will be reviewed annually.

Date of next review: September 2027

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2015) 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 2015) • Schools SEN 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 2013 and Early Years Foundation Stage framework document 2017
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

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Introduction – Key roles and responsibilities

At William Rhodes Primary School, the role of the Special Educational Needs Coordinator (SENDCO) is part of the role of the Inclusion Lead. Responsibilities include day-to-day and strategic responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND; including those who have EHC Plans.

The Inclusion Lead is a qualified teacher and a member of the leadership team. The Inclusion Lead is Miss Zoe Farrow who can be contacted through the school office on 01246 234626 or via email at zoefarrow@williamrhodes.derbyshire.sch.uk.

The named advocate on the SLT is the Headteacher Mrs Jenny Wilkes. The named governor for SEN is Mr Dave Cates, who can be contacted through school on the above number or email address DCates@williamrhodes.derbyshire.sch.uk. Our SEN policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

William Rhodes Primary School is a fully inclusive school and take pride in our provision for pupils with additional needs and disabilities. We implement a 'whole school approach' to special educational needs and disability which involves all staff adhering to a model of good practice. All the staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. We believe in early intervention so when we identify a child experiencing a difficulty we work closely with parents/carers to offer support.

Objectives:

1. To identify and provide for pupils who have special educational needs, disability and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To deliver quality provision which constantly gives opportunities for every child to grow and learn through a vibrant and creative curriculum
5. To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
6. To provide support and advice for all staff working with pupils with special educational needs and disabilities.

What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which requires 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 areas of Special Educational Needs (Pg.86 SEND Code of Practice, 2014) will be identified as either: Communication and Interaction This includes children with:

Speech, language and communication needs

- Difficulty saying what they want because of poor articulation or use of language
- Difficulty in understanding what is being said to them
- Difficulty in understanding or using social rules of communication
- Children with Autistic Spectrum Disorders including Asperger's Syndrome or Autism which impacts on social communication.

Cognition and learning

This includes children with:

- Learning at a slower pace than their peers, even though the work is adapted for their needs
- Levels of difficulty may vary and include moderate learning difficulties (MLD), Severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)
- Specific learning difficulty (SpLD). This affects one or more specific aspects of learning e.g. dyslexia, dyscalculia, and dyspraxia.

Social, Emotional and Mental Health difficulties

This includes:

- Children who are withdrawn
- Children displaying challenging, disruptive or disturbing behaviours
- Children who have mental health difficulties, such as anxiety, depression or self-harming
- Children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

- Vision impairment

- Hearing impairment
- Multi-sensory impairment
- Physical disability Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. The following are not considered to be SEN but they may impact on progress and attainment;
- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality • Health and Welfare • EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Identification of pupils needs

All of our children are treated as individuals. Class teachers, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure quality first teaching and learning with effective support and resources. Clear and specific individual education plans and health care plans are put in place if needed and reviewed regularly. Interventions and support are put in place to ensure that every child is given the opportunity to reach their individual potential; this may mean that not every child is treated in the same way but it will mean that every child has the opportunity to succeed and make progress. Assessment and tracking ensure that children's next steps are accurately identified and careful planning for these enables all children to make progress. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

A Graduated Response

1. Class teachers provide high quality targeted classroom teaching (Quality First Teaching) and have the highest possible expectations for all pupils in their class. Differentiation is used for individual pupils and is the first step in responding to pupils who have or may have SEND.
2. The child's class teacher will provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
3. Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rates of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND and information will be gathered.
4. The class teacher will be responsible for the progress and development of all the pupils in their class and the SENDCO may be consulted as needed for support and advice and may wish to observe a pupil in class.

5. Once a pupil has been identified as possibly having SEND they will be closely monitored in order to measure their level of learning and possible difficulties.
6. The class teacher will monitor the progress and will decide on the provision to help them make the best possible progress.
7. Parents/carers will be informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
8. Regular reviews and pupil progress meetings will take place to monitor and assess the progress being made by the children, in line with requirements of The SEND Code of Practice.

Send Support

Where it is determined that a pupil does have SEND, parents will be advised of this and the decision 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 refined and revised as the understanding of the needs of the pupil grows.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review 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 developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENDCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and / or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child/planning for the child on a day to day basis. They will retain responsibility even where interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. Meetings with teachers and teaching assistants to discuss progress of pupils will be held weekly, as well as termly Pupil Progress Meetings with staff and the Senior Leadership Team (SLT). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, the parents/carers, teacher and SENDCO. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Referral for support; Early Years Inclusion Fund (EYIF) Inclusion Funding (IF) and An Education, Health And Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carers. 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 decision to make a referral for either temporary or longer-term additional support will be taken at a progress review, or on entry into school. The application for any additional support will combine information from a variety of sources including:

- Parents / Carers
- Teachers / SENDCO
- Social Care

- Educational Psychologist
- Health Professionals

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 professional panel about whether the child is eligible for additional support. Further information about EYIF, and EHC Plans can be found via the SEND Local Offer: www.derbyshire.gov.uk/SEND

Education, Health and Care Plans (EHCP)

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.
2. Parents/carers 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 (6 months in the Early Years Foundation Stage) by staff, parents/carers and the pupil. The 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.

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; www.derbyshire.gov.uk/SEND

Inclusion of all pupils with SEND

The Headteacher and SENDCO oversee the school's policy for 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. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

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
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, hearing and physically impaired
- Physiotherapists, Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs
- Specialist Outreach Services – Autism Outreach
- Social Care
- Multi Agency Teams

Working in partnership with parents and carers

William Rhodes Primary School believes that a close working partnership with parents is vital to ensure that;

- Information is shared
- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on an individual pupil's needs.

Supporting pupils and families

- When moving between key stages or onto the next year group information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports (included in the child's My SEND Learning Programme) are also given to the next teacher.

When a child moves from Early Years provision, staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual children if appropriate.

- More information is available through the LA local Offer at www.derbyshire.gov.uk/SEND

Supporting children in school with medical needs

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 or a disability and may have additional funding to support their needs, or 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/carers, 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 April 2014; the school policy is on the website.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher/SENDCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

Evaluating success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' Individual Education Plan progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback / pupil feedback
- Improved behaviour of the children, where this is appropriate