

Special Educational Needs and Disability Policy (SEND) Spring Term 2025



**Special Educational Needs and Disability Coordinator
Mrs R. Lamb**

This policy needs to be read in conjunction with the 'SEND Information Report' which outlines to parents and outside agencies the school's provision for pupils with additional needs. The offer is regularly updated on the school's website

1. Introduction: Compliance and Personnel

This policy was created by the school Special Educational Needs Co-ordinator (SENDCo) in liaison with the SEND Governor (SENDGov) and the Head teacher; and in consultation with governors, staff and parents/carers of children with Special Educational Needs and Disabilities (SEND).

This policy has been created to ensure compliance with the Department for Education's SEND Reforms and the statutory requirements laid out in the SEND Code of Practice 0-25 years (May 2015). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (July 2014)
- SEND Code of Practice: 0-25 years (May 2015)
- Working together to Safeguard Children (July 2018)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)

This policy should be read in conjunction with the school's Safeguarding Policy and the school's SEND information report.

Our person responsible for overseeing the provision for children with SEND and managing the medical needs of pupils is Karen Maycock (Headteacher).

- Our Special Educational Needs and Disabilities Co-ordinator is Ruth Lamb (SENDCo).
- Our named SEND governor (SENDGov) is R. Kershaw
- Our Designated Teacher with specific Safeguarding responsibilities is Karen Maycock (Head teacher).
- Our Looked After Children are overseen by the Local Authority Education Psychology Department and supported by Derbyshire Virtual Schools
- Our Pupil Premium funds are detailed in our Pupil Premium Strategy (as published on our website).
- Our HMI Forces children are overseen by the Head teacher and SENDCo (Karen Maycock /Ruth Lamb)

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[SEND code of practice: 0 to 25 years - GOV.UK](#)

You can view Derbyshire's SEND Local Offer at:

<http://www.derbyshiresendlocaloffer.org/>

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.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition

- (a) in a) above, or
- (b) would do so if special educational provision was not made for them.

Children must not be 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.

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1. Our School Mission Statement, Vision, SEND Policy Aim and Objectives

1.1 Vision

“Help all children to achieve their personal goals, now and in the future.”

At Tansley Primary School, we believe that every teacher is a teacher of every child or young person including those with SEND. We are an inclusive school and believe that children should be valued and treated with respect. We use our best endeavours to ensure that provision for all our pupils is continually of the highest possible standard. We are committed to narrowing the attainment gap between children with SEND and their non- SEND peers. We are working to achieve this in a variety of different ways.

1.2. Aims and objectives of the SEND policy

Aims:

- **To have high aspirations and expectations for all SEND children and to focus on outcomes for children with SEND; as all teachers are teachers of children with Special Educational Needs and Disabilities.**

We aim to provide every child with access to a broad and balanced education in line with the National Curriculum and Special Educational Needs Code of Practice. We aim for all pupils to make the best possible progress that they can make by raising expectations and aspirations for all pupils including those with a special educational need.

Objectives:

- **To ensure that all staff members seek to identify the needs of pupils with SEND as early as possible so that appropriate provision can be provided: and their attainment raised.**

This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.

- **To provide effective ‘addition to and different from’ support and effectively monitor the progress of all pupils including those with special educational needs.** Through pupil progress meetings, specific interventions and Individual Target plans (ITPs) the progress of SEND pupils will be monitored. Regular discussions with class teachers and the SENDCo will aid the identification of pupils with SEND and ensure that pupils are able to reach their full potential.

- **To provide appropriate provision for children who have a special educational need.**

A provision Map (PM) to provide our SEND children with the appropriate interventions will be co-ordinated by the class teacher and overseen by the SENDCo. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. This will support pupils to overcome any barriers to learning and ensure that pupils have full access to a broad and balanced curriculum.

- **To work effectively and cooperatively with parents**

This enables us to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress alongside also involving the children.

To involve children and their parents/carers in the identification and review of objectives and outcomes.

- **To work effectively and cooperatively with outside agencies:**

Some of these services include:

- Speech and Language Therapy
- Educational Psychology Services
- Inclusion Support Advisory Service (ISAS)
- Support Service for Special Educational Needs
- Child and Adolescent Mental Health Service
- Virtual School (Looked after child or post looked after child)

- **To provide support, advice and training for all staff working with children with SEND**

- **To create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions about their own needs, and carefully monitoring the progress of all pupils at regular intervals, alongside offering a broad and balanced curriculum where pupil participation is encouraged through school by wider opportunities such as school council, trips, school plays and sports activities.

2. Roles and responsibilities for the coordination of SEND provision

Mrs Lamb is the person responsible for overseeing SEND at Tansley Primary School in the role of Special Educational Needs Coordinator.

The SENDCo is responsible for:

- Providing professional **guidance** to colleagues and working closely with staff, parents and other agencies.
- Writing the SEND Information Report which **MUST** be published on the setting website and updated annually.
- Overseeing day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Advising on a graduated approach to provide SEND Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND where necessary.
- Liaising with EYFS providers, other schools, Educational Psychologist, health and social care professionals and independent or voluntary bodies, LA.

- Managing the transition process.
- Ensuring the school keeps the records of pupils with SEND up to date.
- Working with head teachers and school governors with regards to reasonable adjustments and access arrangements.

The Role of the Class Teacher:

- Provide quality first teaching
- Follow the school's Marking and Assessment Policy
- Checking on the progress of children and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCO) know as necessary.
- Writing an Individual Action Plan for Inclusion /Individual Target Plans and Sharing and reviewing these with parents at least twice a year and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Role of Support Staff:

Our teaching assistants are recruited to work within the classroom and on occasions with targeted children/small groups of children outside of the classroom as directed by the class teacher or Head teacher. Some teaching assistants may be recruited to work specifically with children who have an Education, Health and Care Plan (EHCP). Teaching assistants with general responsibilities are line managed by the Head Teacher, Mrs Karen Maycock. Our special educational need teaching assistants are line managed by the SENDCo, Mrs Lamb in liaison with Mrs. Maycock.

- All support staff are expected to be actively involved in ensuring daily teaching is inclusive as possible
- Support staff are expected to modify interventions to ensure that they meet the needs of the children as specified in ITPs or in an EHCP if applicable
- ITPs are contributed to; and observations and records are kept up to date
- Support staff are expected to be proactive in seeking guidance and support about resources and information regarding specific SEND needs
- At times, support staff may be asked to attend meetings or contribute to appropriate applications/referrals

Role of the SEND Governor/Governing Body

The Governing body has regard to the SEND Code of Practice when carrying out duties towards all students with SEND. Consequently, it is their responsibility to:

- Ensure the necessary provision is made for children with SEN.
- Determine the school's general policy and approach to children with SEND in cooperation with the Head teacher and SENDCo.

- Ensure that the teachers are aware of the importance of identifying and providing for those children with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on children are regularly reported to the Governing Body.
- Ensure that children with SEND are included as far as possible in the activities of the school
- Consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Designated Teacher with specific Safeguarding responsibility

Headteacher, Mrs Karen Maycock (Designated Safeguarding Lead)
Mrs. Holloway (Deputy Safeguarding Lead)

3. Arrangements for coordinating SEND provision

The SENDCo/Head teacher will hold details of all SEND records for individual pupils.

All staff can access:

- The school SEND Policy
- A copy of the full SEND Register for school
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including individual learning plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Derbyshire SEND Local Offer
- Training from the school SENDCo, ISAT or outside agencies.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Identification of pupils with special educational needs

We identify needs by considering and assessing the needs of the whole child. A child is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The SEND Code of Practice (2015) suggests that children are only identified as having SEND if they do not make adequate progress following good quality teaching; including teaching with reasonable adjustments and interventions to support them.

When identifying SEND we have reference to the four broad areas of need, as outlined in the SEND Code of Practice (2015):

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The purpose of identification is to work out what action the School needs to take and it is not our purpose to fit a child into a category. It serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

Non-SEND needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL (English as an Additional Language)
- Being a Looked After or previously Looked After Child
- Being in receipt of Pupil Premium Grant

The identification of behaviour as a need is no longer an identified way of describing SEND and any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which School will recognise and identify clearly.

5. A graduated approach to SEND Support

At Tansley Primary School, all 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. Class teachers work in collaboration with the SENDCo, Head teacher and support staff to provide quality first teaching. Quality first teaching has the greatest impact on the progress of all children and incorporates appropriate differentiation, personalised teaching, reasonable adjustments and effective intervention. This is the first step in responding to pupils who have additional learning needs.

Quality First Teaching

'Quality first teaching' is a priority of the school and is supported by ensuring all staff receive any necessary training or support internally or through external agencies. This is regularly monitored through observations and book and planning scrutinies. All pupils are entitled to access quality first teaching. Any pupil who falls significantly outside of the range of expected academic achievement will be identified as requiring additional support. 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. The child's class teacher will take steps to 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. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. Through careful monitoring (including the Assess, Plan, Do, Review cycle – see below) it can be determined the type and level of provision the child will need in moving forward. The child will be recorded as being under observation due to concern raised by teacher or parent but this does not automatically place the child on the school's SEND register. (See Appendix 1).

Any concerns will be discussed with parents/carers and they will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and knowledge with the school.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the pupil on to the schools SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process known as the Graduated Reponse:

- 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. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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. The pupil's views and 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 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 on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and will plan and assess the impact of support and interventions with links to 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 (usually termly but this may increase depending on the child's needs). 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 and where necessary their parents. The class teacher, in conjunction with the SENDCo at progress meetings, 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.

Referral an Education, Health and Care Plan

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. 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 Helath Care Needs Assessment (EHCNA) will be taken at a meeting with school staff and parents. Parents/carers are kept informed about the process and will be asked to give information to be shared with any agencies/professionals involved with their child. The Local Authority (LA) will then decide whether the child's needs meet the requirements for an Education, Health and Care Plan (EHCP) or continued support through the Local Offer and ISAS (Inclusion Support Advisory Service). More information can be found on the Local Offer.

The application for an EHCNA will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Educational Psychologist
- Social Care
- 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. Evidence of the graduated response Assess, Plan, Do, Review cycles and costed provision maps will be included. A decision will be made by a panel of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available.

The school and the child's parents/carers will be involved during this process and in developing and producing the plan.

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. 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 (in accordance with the regulations specified in Code of Practice 2015) by staff, parents and the pupil. 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.

Further information about EHC Plans can found on the Derbyshire Local Offer website:
<http://www.derbyshiresendlocaloffer.org/>

6. Managing pupils needs on the SEND register

The SENDCo manages our children on the SEND register by:

- Attending meetings with internal staff, the school ISAT and where necessary, parents
- monitoring and evaluating ITP's and PMs
- observing and assessing individual children: and
- through on-going discussion with class teachers and parents/carers.

As a staffing team, we identify those pupils who require additional support on the SEND Register. We organise appropriate targets and support through the use of Individual Target Plans. This provision is usually funded from within the school's budget. Students with an Education, Health and Care Plan receive at least the minimum entitlement of additional, targeted support identified within their Plan.

All children identified on the SEND Register have an Individual Targets Plan. These are written by the class teacher and child, with support from the SENDCo and input from the parents/carers as well. The Individual Target Plans are signed by the teacher and parent to show that all are aware of the targets. The plans are then shared with any other member of school staff working with that child, such as teaching assistants, so that everyone is aware of the child's targets. The SENDCo monitors the Individual Target Plans to ensure they are SMART* targets relevant to the individual child. These plans are reviewed, at least twice a year, possibly more frequently if felt appropriate, and progress against these targets recorded. A new Individual Target Plan is then written, setting new targets for the coming term.

At Pupil Progress Meetings, the level of and type of additional support is discussed and decided upon in order to best meet the needs of that child. Where necessary, teachers will have additional meetings with SEND parents/carers. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group booster sessions are available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

If despite providing high-quality teaching (as described in Section 6 of the Code of Conduct [2015]), and two cycles of appropriate in-school interventions, a child is still presenting with a range of needs; then the SENDCo (with consultation and agreement from parents/carers) will refer to the relevant outside agency/agencies: in order to seek further assessment of the child's needs to gain further advice and support and school will discuss the outcomes with parents/carers.

At Tansley Primary School, we work with a range of external agencies to ensure that the provision we provide is appropriate and meaningful to the pupils.

* N.B: All targets will be 'SMART' (Specific, Measurable, Achievable, Realistic and Timed).

7. Criteria for exiting the SEND register

The SENDCo has the responsibility for the removal of a pupil from support on the SEND Register at Tansley Primary School. This decision is made in conjunction with the head teacher, teaching staff, outside agencies and parents. This decision will be dependent upon appropriate progress being made towards pupils' targets and where it is no longer felt they require this higher level of support.

8. Supporting pupils and families

We are aware that school can be difficult for children at times and it is our aim to support children with any challenges they face.

At Tansley Primary School, we believe that a close working relationship with parents and carers is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

Parents/carers are always welcome to discuss their child's needs and progress with the class teacher or SENDCo. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

We identify that transition can be a particularly challenging and worrying time for pupils and parents particularly for those with a special educational need. If a child is joining us from another school, then we will ensure that we contact their previous school to discuss any special arrangements and we will ensure that we receive any relevant records. When moving classes within school, information is shared between the old and new class teachers and any support will be put into place prior to transition. Pupils will get an opportunity to meet their new class teacher on transition day. In some cases, more structured extended transitions over a longer period of time are used for pupils we believe may find the move difficult. When leaving Tansley Primary School and moving to a new school, the class teacher and SENDCo liaise with staff at the new school to ensure children have a smooth transition. We also ensure that all records are passed on.

At school, we have a range of external services that we can encourage parents to get in contact with. When it is felt necessary, the SENDCo may signpost parents of pupils with

SEND to a relevant agency. The local authority's Derbyshire Information and Support Service for SEND (DIASS) is also a valuable service for additional advice and support.

If an assessment or referral is required, this is discussed clearly with parents/carers prior to any decision so that everyone understands the need for the referral. If a referral or assessment indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies, where applicable, regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may also be contacted at any time in relation to SEND matters.

Parents/carers can find more advice or support on the Derbyshire Local Offer Website (as stated earlier in the policy). Another useful document is the school's SEND Information Report, which can be found on the school's website.

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.

Our local SEND coverage is High Peak and North Dales:
SENDenquiries.BuxtonHPeak&NDales@derbyshire.gov.uk

9. Admission Arrangements

Our Admissions policy is based on the agreed Derbyshire policy for Admission.

If a child is transferring into the school with an EHCP (or has been receiving additional funding from the LA in their previous school) the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the Full Governing Body.

10. School Transfer and External Agencies

Induction and Transition:

A number of strategies are in place to enable an effective transition and these include:

On entry:

- a guided tour and a meeting for parents/carers at the school; where they are given a school prospectus
- a meeting with the SENDCo prior to enrolment if the child has or suspected special educational needs
- a discussion with the child's previous setting
- a planned induction programme

Within the school:

- a transition meeting is held during the term prior to admission with the class teacher and the SENDCo; where all information and the child's personal SEND file are shared and handed over

- all ITPs/programmes are reviewed and written in collaboration with the child's previous class teacher
- additional resources (if appropriate) are to be transferred

On transition to the next school:

- for a child with a EHCP, supporting parents/carers to make informed decisions regarding secondary school choice during the Annual Review in Year 5
- providing a transition package (tailored to the child's individual needs) to include meetings with SENDCo and other relevant professionals
- accompanied visits to other settings (as appropriate)

In most cases, a child's needs can be met within the provisions at Tansley Primary School.

External Agencies:

The SENDCo and Headteacher liaise with a number of external agencies. These include:

- Educational Psychology Service (EPS)
- Health Services e.g.s: Speech and Language Therapy (SALT) and Occupational Therapy (OT)
- Specialist Outreach Services such as Autism Outreach
- Inclusion Support Advisory Service (ISAS)
- Inclusion Support Advisory Teacher (ISAT)
- Education Welfare Services
- Children Services
- Children and Adolescent Mental Health Service (CAMHS)
- Advisory Teachers e.g.s. Physical Disability, Autistic Spectrum Disorder (ASD), Visual Impairment (VI) and Hearing Support Team (HST)

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. If we feel there is the need for a referral to a support service, the SENDCo or class teacher will discuss this with parents/carers. Any one of the support services may also raise concerns about a pupil they are working with. This will then be brought to the attention of the SENDCo who will then inform the child's parents. In cases where a child is under observation or requiring additional support, focused meetings will be arranged with the appropriate agency.

11. Supporting pupils at school with medical conditions

Everyone at Tansley Primary 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, School will comply with its duties under the Equality Act 2010.

Arrangements to support children with medical needs and conditions are in accordance with the Children and Families Act (2014) and the SEND Code of Practice (2015). Children with medical needs have a Health Care Plan (HCP) which is drawn up by the Community Staff Nurse / hospital (as appropriate) in liaison with the child's parents/carers; and where necessary, any medical professional involved with the child. Parents/carers with a child with

a medical condition under the hospital should obtain a medical plan from the hospital which is shared with the school. The hospital should update this. Each classroom also has a red box, which includes emergency first aid such as asthma inhalers.

HCPs are accessible to all staff working with the child; and all members of staff are made aware of their needs: and are given appropriate training annually. If appropriate, the school will work with the Hospital and Home Tuition Service.

12. Monitoring and Evaluation of SEND

The attainment and progress of all children is monitored, reviewed and evaluated by the class teacher, SENDCo and Headteacher at Pupil Progress meetings in terms 1, 3 and 5 using outcomes; alongside internal tracking data and intervention programme results.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents/carers and children throughout the year. This is done through:

- Feedback from SEND support reviews
- Parent/carer consultations (Spring Term)
- Pupil and Parent/carer questionnaires (Spring Term)
- Annual Report parent/carer feedback (Summer Term)
- EHC Plans reviewed (Summer Term)
- ITP Reviewed (Autumn, Spring and Summer Term)
- Home School contact books are also used to enable communication on a more regular basis; this is decided within the school and used in some cases as appropriate

Our school is now a GOLD SMILERS school (the first in the county) which supports mental health. All teaching staff have had Autism Advocate training.

The progress of SEND children is analysed and reported to governors in the Summer Term; following the publication of Statutory Assessment Tests (SATs) for Key Stages 1 and 2; and the Early Years Foundation results. This information is published in the Governor's Annual Report to Parents on the Implementation of the SEND Policy.

The SENDCo meets regularly with the Head teacher and SEND Governor to:

- monitor the impact of the SEND Action Plan
- have an overview of data analysis
- ensure the SEND Information Report is up to date
- review the SEND Policy
- observe interventions and discuss the deployment of staff, expenditure and other relevant issues; and
- report back to the Full Governing Body.

13. Training and Resources

As a school, we value professional development and aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

All teachers and support staff undertake induction on taking up a post; and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provisions and practice: and to discuss the needs of individual children.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The Head teacher oversees the professional development of all teaching staff and teaching assistants and ensures that training opportunities are matched to personal targets and to school improvement priorities and are identified through staff Performance Management. We access local services to ensure that the skills of our staff match the needs of our current pupils.

Resources:

All pupils with SEND will have access to resources from the schools SEND budget. Some pupils with SEND may access additional funding such as Inclusion Funding when it is felt necessary to apply for this through Derbyshire County Council. The SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENDCo, Senior Leadership Team and governors to agree how the allocation of resources is used and review the need when necessary.

Working in Partnerships

At Tansley Primary School, we work alongside other schools in the cluster to discuss and share good practice. When needed, we seek the advice and support from other schools to support and develop our own understanding in particular areas with regards to SEND.

14. Storing and Managing Information

The school complies with current data protection and confidentiality requirements with regard to information about pupils and families.

15. Accessibility

At Tansley Primary School, we are constantly reviewing our practice to ensure that it allows for all pupils to fully access the curriculum and the wider school life. We review our accessibility plan regularly. Our school complies with all relevant accessibility requirements; please see the school's accessibility plan for more details.

We are committed to whole school inclusion at Tansley Primary School and we support children with a range of special educational needs and disabilities. The Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils and this includes learning outside the classroom. Where necessary, the curriculum is adapted or changed to meet the needs of individuals or groups of pupils. We will also seek advice and support for specialist SEND provision and training from SEND services where necessary. In addition, advice will be sought from our ISAT for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

16. Dealing with complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher, who will be able to advise on formal procedures for complaint. The schools Complaints Policy is available on the website or as a hard copy from the school office.

17. Reviewing the policy

This policy is reviewed annually to ensure that it complies with the SEND Code of Practice and other government documents.

This policy will be reviewed annually by the SENDCo, SEND Governor and the Head teacher.

Signed and Agreed:

Review date: Spring 2026

APPENDIX 1

SEND Flow Chart Tansley Primary School

