SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

2026-2027

Imagine, Believe, Achieve

"Let us run the race before us and never give up"

Hebrews 12:1

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Introduction

Matlock Bath Holy Trinity (MBHT) CofE Primary School offers a broad and balanced curriculum to meet the needs of *all* learners. Teachers use the Early Years Foundation Stage Curriculum and National Curriculum to plan learning that is suitably challenging and responsive to children's diverse and unique learning needs.

Some children may have a particular learning and assessment requirement, which could create a barrier to learning. Such barriers may be due to a child having a special or additional learning need. Teachers at MBHT adapt their provision to ensure that all pupils are able to participate effectively in curriculum and assessment activities. Children who have barriers to learning may require provision that is 'additional to and different from' teaching in order to access the curriculum and make progress in their learning.

This policy explains how MBHT meets the needs of learners with special educational needs and disability (SEND). It is written in accordance with the Special Educational Needs Code of Practice (2014) and the Equality Act (2010).

Aims and Objectives

- To be an inclusive school;
- To enable high levels of achievement for all pupils;
- To provide a safe, caring and happy environment where all children love to learn;
- To allow all children to access a rich, broad and balanced curriculum;
- To encourage pupils to value others as unique individuals with much to offer;
- To encourage pupils and staff to develop positive self-image;
- To work effectively, efficiently and co-operatively, supporting and sharing expertise with all adults including parent/carers, school staff and outside agencies;
- To encourage full parental involvement and participation through a partnership approach;
- To encourage pupils with SEN to participate fully in their school and community and to take part in decisions about their education;
- To identify barriers to learning and SEN swiftly and at an early age;
- To use clear procedures when identifying and supporting pupils whose learning, communication, physical, sensory, social, emotional, mental health development or medical needs is giving cause for concern;

- To ensure a continuous cycle of planning, teaching, assessing and reviewing which takes account of the wide range of abilities, aptitudes and interests of pupils;
- To provide a graduated response that encompasses a wide range of strategies and approaches;
- To ensure training opportunities in areas of SEN are available to staff as and when appropriate to the needs of the children.

Equal Opportunities and Educational Inclusion

Through all subjects, we ensure that the school meets the needs of all; taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Children with special educational needs will be fully included in all aspects of school life. When planning special events or outings their needs will be considered and arrangements made for them to be included.

We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning. Through appropriate curricular provision, we respect the fact that children:

• have different educational needs and aspirations;
• require different strategies for learning;
• acquire, assimilate and communicate information at different rates;
• need a range of different teaching approaches and experiences.

Teachers and teaching assistants respond to children's needs by:

• providing support for children who need help with communication, language and literacy;
• developing children's understanding through the use of all available senses and experiences;
• planning for children's full participation in learning, and in physical and practical activities;
• helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
• Planning and delivering appropriate interventions
• Planning and monitoring an individual or group's intervention to ensure it is relevant and impacts positively on progress.

A Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

***A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her*.**

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age: or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and who have SEND may have a disability under the Equality Act 2010 - that is "…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities". This definition includes children with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN (Special ***Educational*** Needs), but it is important to understand that where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The names of children with special needs are kept on the SEND List, updated and monitored at least once every term, when the SENCO updates the list with the support of all staff.

At MBHT, we add children to the SEND List if they have a diagnosis of an additional need (e.g. ASD, ADHD, Visual Impairment, Dyslexia) or if their achievement is still significantly below expected levels despite having accessed appropriate interventions for at least a year.

We strive to keep the SEND List fluid. This means that unless there is a specific or significant disability or learning need, a child will come off the list once the barrier to learning has been removed.

EAL children who are not achieving at expected levels are not added to the SEN List until they have been in school and exposed to English for more than two years.

Working in Partnership with Parents

Children do best when staff and parents work together. At MBHT we are determined to build successful partnerships with parents to ensure the success of each of our pupils. Parents have a unique knowledge of their children and it is important that this is shared with their child's class teacher. The teacher will talk to parents regularly, to share their child's progress and to discuss any concerns they may have. Parents are invited to regular review meetings and may be contacted in person, by telephone, or by email. We have an open door policy and parents are welcomed to speak to staff at the start or end of the day. In some cases this will lead to mutually agreeing a date and time for a longer conversation.

Admission Arrangements

Admission arrangements follow the guidelines from the LA and the DCFS which accords to the SEND Code of Practice and the Disability Act. To enable us to have a full picture of the child's needs, in addition to our usual admission arrangements, we talk to parents about their child's special educational needs, gather background information from them and any professionals working with their child, and if appropriate arrange a meeting. Home visits may be made if agreed by parents and school.

SENDCo's Name and Role

Our Special Educational Needs and Disability Coordinator (SENDCo) is Miss Vicki Parkin. In ourschool she manages the day-to-day operation of the policy and;

- co-ordinates the provision for children with special educational needs and/or disabilities;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as a link with parents in addition to the child's class teacher and head teacher as required;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the SEND provision, reporting to the Headteacher and Governors;
- manages a range of resources, human and material, to enable appropriate provision for children with SEND;
- contributes to the professional development of all staff;
- Other duties as directed by the Headteacher.

Pupil Participation

All pupils at MBHT work with their teachers to set their learning targets and evaluate their progress. Their strengths and needs will always be taken into account when planning their

learning. Their views and opinions will always be sought and, in the case of a specific learning need or disability, effort will be made to ensure that the child can communicate their ideas as effectively as possible by using alternative methods of communication such as pictures or symbols.

A Graduated Approach to Provision: SEN Support and Education, Health and Care Plans (EHCPs, previously Statements of SEN).

Identification and Assessment

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's headteacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day–to–day responsibilities. **All teachers are teachers of children with special educational needs.**

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored closely. Where children are identified as not making progress in spite of Quality First Teaching they are discussed between the Headteacher, Mr Chris Layhe-Humphreys, Miss Vicki Parkin as SENDCo, and the class teacher, and a plan of action is agreed together. This may result in the child receiving additional or different provision and, after consulting with parents, their name will be placed on the SEN List.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - -is significantly slower than that of their peers starting from the same baseline.
  - -fails to match or better the child's previous rate of progress.
  - -fails to close the attainment gap between the child and their peers.

  School staff may submit an SEND concern form to the SENDCo to alert, seek advice and plan and record further additional to or different from action. The child will be placed on the SEN List as a result.
- Parents may sometimes express a concern that their child has SEN. The school takes such concerns seriously and will work closely with parents to assess these needs further and plan any next steps.

If a child is due to receive additional or extra provision following any of these processes, their parents will be consulted by the class teacher. This will happen before they are added on to the SEN List at the level of SEN Support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. We can seek the views of other professionals to support an assessment of need. Parents are advised to contact their GP if they think their child may have ASD or ADHD or a barrier to learning or disability.

Support Plans

When a child is identified as having special educational needs, our school will use a Support Plan to record the views of the child and their family about the strengths and difficulties the child encounters, and their aims and hopes for the future. We also include notes about barriers to learning, and then plan the provision to overcome these barriers. The plan will show short-term and longer-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term either at a planned meeting with the class teacher or at parents evening. Targets will include SMART targets, written in child-friendly language and beginning with the words "I will…" in most cases. It is important to understand that the Support Plan is a plan made and reviewed by all stakeholders, with the voice of the child at the heart of the process. Children will be invited to the reviews if appropriate and every effort will be made to seek their views at their level of communication.

If a Support Plan identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. Where pupils' educational needs cannot be met through the interventions listed in the School Offer, higher level interventions will be implemented with additional support, such as Inclusive Education Services or Educational Psychology. External support services will provide information for the child's Support Plan. The new strategies within the Support Plan will, wherever possible, be implemented in the child's normal classroom setting, however, some actions or interventions may relate to support outside of this zone.

The range of interventions available in school and detailed on the Support Plan may include:

- teacher support in small group setting
- teaching assistant support in a classroom setting
- teaching assistant support in a small group setting
- targeted 1:1 intervention in class or out of class
- provision of different learning materials

- provision of special equipment
- support from a learning mentor
- counselling
- support for families as relevant to the specific needs of the child (e.g. sharing a plan for reading, or familiarisation with resources)
- other additional adult support in the classroom setting
- occasional advice from the LA support services
- staff development or training
- provision of specialist assessment
- active and ongoing advice and support of outside agencies
- provision of LA funded resources allocated by Inclusion Panel

The School Offer for the provision for SEND is in line with Derbyshire County Council's Local Offer, which can be found online: https://www.localoffer.derbyshire.gov.uk/home.aspx

Funding

All schools receive funding to meet the needs of children with Special Educational Needs. Sometimes High Level Need funding may be required if needs are significant and extra resources and support are required. Identification of the need for increased funding, above that which is already allocated in the school's budget, will lead to an application, made by school, to the local authority for Inclusion Panel (a mechanism for Derbyshire schools to access additional funding to support the inclusion of pupils with additional needs) **or** an Education, Health and Care Plan (EHCP). More details about Inclusion Panel and EHCP can be found here: https://www.localoffer.derbyshire.gov.uk/home.aspx

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN Support, school, parents or external agencies may apply for the child to be assessed for an EHCP. Generally, we may apply for an EHCP if:

• The child is Looked After or has complex medical needs and therefore additionally vulnerable.
• The child has a disability which is life-long and which means that they will always need support to learn effectively.
• The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

The EHCP process begins with a person-centred review (PCR) meeting, facilitated by a representative from the local authority. This meeting will collect together the child's strengths, hopes for the future, and aspirations, along with any barriers they may face. This information is used by the local authority, along with information from all other involved agencies, to decide if an assessment for an EHCP will take place. A request for an EHCP does not necessarily lead to an EHCP as each case is unique. Further information about the EHCP process may be found on the local authority website: https://www.localoffer.derbyshire.gov.uk/search-results.aspx?search_keywords=,EHCP

An EHCP will include details of learning objectives for the child. These are used to develop targets that are matched to the longer-term aims of the EHCP and are reviewed at least annually. An EHCP review is triggered by the LA, and school will then organise the date and invite all stakeholders. The aim of an EHCP review is to assess progress, review and update provision, and consider whether to continue, cease or amend it in order to meet the needs of the child. At key transition times, or when a pupil has a planned move, the receiving school will be invited to the review. School completes the paperwork and sends this securely to the local authority, who then have the responsibility to decide whether to amend, continue or cease the EHCP.

Staff Development and Training

We recognise the value of ongoing training and staff are encouraged to attend training on special educational needs either in house or by attending courses provided by an external agency. Any information about special educational needs gathered by our SENCO will be made available to all staff. Staff have regular informal discussion about teaching strategies; we value and strive for a collaborative approach to teaching, drawing on the experience and skills of all of our team in meeting the individual needs of each child.

Facilities and access

The school building at MBHT is on a steep hill. There is ramped access at some entrances, allowing for wheelchair access. The playground is accessed by paths with steps. All teaching areas are carpeted and windows are fitted with blinds or tinted glass windows.

Resources

A wide variety of toys and equipment are available in the school. When purchasing new equipment we consider the needs of all children. If a child has a personal budget as a result of receiving an EHCP, or additional funding through Inclusion Panel, parents (and pupils of an older age) will work with school and/or the local authority to decide how best to spend the additional money in order to meet their child's needs. If a child has sensory needs or sensory impairments, advice will be sought from external agencies, who may loan additional specialist equipment.

Outside Agencies

The school are committed to working closely with statutory and voluntary external support agencies. We also aim to signpost parents and families to relevant support agencies where possible. Agencies include:

- Teachers and Teaching Assistants from the Inclusive Education Service: this includes the Learning Support Team, Behaviour Support, Autism OutreachTeam and Sensory Team.
- Educational Psychologists from the Community Educational Psychology Service.
- Practitioners from Child and Adolescent Mental Health Services (CAMHS).
- School health team (school nurses, health visitors and school doctor).
- Speech and Language Therapists (SALT).
- Educational Welfare Officers form the Educational Welfare Service.
- Multi Agency Teams from Children and Families Services.
- Counselling
- Bereavement agencies
- Action for Children
- Occupational Therapy
- Physiotherapy
- Derbyshire Information, Advice and Support Service (DIASS – previously Parent Partnership)

If a child starts at our school with existing or previous involvement from an outside agency, we ask that you inform us of this so that we work in strong partnership together to meet the needs of the child.

Transition Arrangements and Data Protection

In order to ensure a smooth transition, school will, with parents' consent, make arrangements to share all relevant information with the child's next school. This could include written records, visits and meetings. Often, school staff will accompany children and

their families to visit their new schools to support the transition. Extra visits are arranged on an individual needs basis to maximise a smooth transition.

If a child with special educational needs moves to MBHT, we make every effort to gain a clear picture of the child's strengths and difficulties in order to meet their needs and support them to settle in swiftly. This information will come from talking to the child and their family during visits, telephone conversations with the family, records from previous schools (if permission has been granted to share the information). All personal information is shared in accordance with GDPR guidance, and permission is sought and documented before any personal information is shared.

Arrangements for complaints

Arrangements for considering complaints about a pupil's special educational provision should initially be an informal discussion with the Headteacher, Mr Chris Layhe-Humphreys.

Evaluation of the Policy

The policy's effectiveness will be judged by:

- pupil performance in meeting individual targets
- pupil performance in meeting school targets
- teacher, parent and Governor feedback

Chris Layhe-Humphreys

Headteacher

December 2015

REVIEWED December 2018

REVIEWED November 2020
REVIEWED November 2022
REVIEWED November 2024

SEND Governor: Zoe Oldham

Governor minute number: