



**Special Educational Needs &
Disability Policy
Darrington CE Primary School**

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Shine, Share, Flourish.

We **shine** our light for each other.

We **share** peace, respect and friendship.

We **flourish** and grow together

‘Your word is a lamp to my feet, a light to my path.’ Psalm 119

Introduction

At Darrington CE Primary School, all pupils have access to a broad and balanced curriculum. All children receive high quality teaching, setting high expectations for every pupil, whatever their prior attainment. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs.

Regular assessments of progress for all pupils are carried out by class teachers, supported by the senior leadership team. These identify pupils making less than expected progress given their age and individual circumstances.

Special Educational Needs Disability (SEND):

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 or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority

of others of 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 mainstream post-16 institutions.

- (i) 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.
- (ii) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (iii) A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in Paragraph (ii) above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children may have special educational needs either throughout or at any time during their career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

We also take into account other legislation:

- Human Rights Act 1998
- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act 2014 (SENDA)
- Disability Rights code of Practice (September 2002)
- The Equality Act 2010
- The Children’s and Families Act 2014.

Aim

The aims of this policy are:

- To identify pupils with special educational needs as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools to share good practice in order to improve this policy.

Objectives

Through appropriate curriculum provision, we respect the fact that children;

- Have different educational and behavioural 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 will respond to a child's needs by;

- Dealing with Special Educational Needs as part of the whole school ethos.
- Providing support for children who need help with communication, language and all other aspects of the curriculum.
- Planning to develop 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 children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs Disability and Assessment

Assessments are reviewed regularly to ensure that support and interventions are matched to need and barriers to learning are identified. The individual's development is compared to peers and National data.

If it is decided that a child requires SEND support, the parents are informed, and adjustments, interventions and support are put in place through consultation between the class teacher, SENDCo, parent and pupil. A date is then set for review. School have adopted the graduated approach as set out in the SEND code of practice.

Quality First Teaching

- 1) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- 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 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.
- 4) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- 5) Through (2) and (4) it can be determined which level of provision the child will need going forward.
- 6) If a pupil has recently been 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 the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- 8) The child is recorded by the school as being under observation due to concern by 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 parent evenings.
- 9) Pupil Progress meetings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the 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:

- 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.

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. A Learner Profile will be drawn up alongside a Supporting Me to Learn Plan. The Supporting Me to Learn Plan will include SMART targets (Specific Measurable Achievable Realistic and Time bound).

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 to plan and assess the impact of support and interventions and links with 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

The Learner Profile short term outcomes are reviewed termly. 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 always the parents. These will be agreed and signed by the parents. The class teacher, in conjunction with the SENDCO will revise the support and short term outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

My Support Plan

If outside agencies are involved with the child and progress is still not being made despite following the Assess, Plan, Do, Review model, in consultation with parents, it may be felt that further evidence gathering and monitoring is required in the form of a My Support Plan. Progress will still be monitored through termly

Supporting Me to Learn targets as well. These targets will work alongside the My Support Plan which will be reviewed at least annually, but more frequently if necessary.

Referral for 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, Health and Care Plan will be taken at a progress review meeting. The My Support Plan will be an important piece of evidence for this process. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Educational Psychologists
-

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 group of people from education, health and social care about whether or 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.

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Wakefield County Council, if it is decided that the child's needs are not being met by the support ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- 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.
- 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 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.

In our school the role of the SENDCo (as laid out by the Code of Practice):

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;

- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date.

Darrington CE Primary School SEND Support:

- The SENDCo is the Headteacher, Mr Chris Lunn.
- The Designated Governors with responsibilities for SEND are Mrs Lynne Davis and Mrs Rebecca Fieldhouse

Allocation of Resources

The school receives an allocation based on a national funding formula for the core provision. School also receive additional funding for students with additional needs. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

Partnership with Parents

At all stages of the special needs process, the school keeps parents fully involved and informed. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child’s education. We inform the parents of any outside intervention, and we share the process of decision making in regular meetings by providing clear information relating to children with SEND.

The Local Authority also supports parents with special educational need pupils in our Parent Partnership Service. Planning meetings with external services take place in school to discuss concerns about pupils and to seek further support.

Monitoring and Evaluation

The SENDCO monitors the movement of children within the Special Educational Needs system in the school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCO and the named governor with responsibility for special educational needs also hold regular meetings.

Policy title	Special Educational Needs and Disability Policy
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Staff responsible	SEND/Headteacher
Committee responsible	Pupils and Standards Committee
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