

UNSTONE SCHOOLS FEDERATION

Special Educational Needs and Disabilities (SEND) Policy

Review date SEPTEMBER 2027

Mission Statement

At Unstone Schools Federation we are committed to providing an appropriate and high quality education to the children living in the local area. We believe that every child, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will work hard to eliminate prejudice and discrimination and create an environment where all children can flourish and feel safe.

Unstone Schools Federation is committed to Inclusion. This does not mean that we will treat all learners in the same way but that we will respond to the individual needs of our pupils. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that inclusion is about equal opportunities for all learners regardless of their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress,
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to the areas of **Communication and Interaction**, **Cognition and Learning**, **Social, Mental and Emotional Health**, **Physical and Sensory**. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

At Unstone Schools Federation we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

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

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 June 2014

- Schools 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 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

Responsibility for the co-ordination of SEND provision

Mrs Teresa Sutton is the school's Inclusion Lead and has overall responsibility for promoting an inclusive ethos and practice across the school. Miss Natalie Mason is the Special Educational Needs and Disabilities Coordinator (SENDCO) and is responsible for coordinating SEND provision, supporting staff and monitoring the progress of pupils with SEND.

The named **governor for SEND is Mr Jonathan Flower** who can be contacted through school on the above number or email. The development and monitoring of the school's work on inclusion will be undertaken by the Head teacher, Mrs Rachael Fowlds and SENDCO and SEND Governor.

Our policy has been developed in consultation with the Dronfield cluster of schools. The 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.

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

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

Objectives

1. To identify and provide for children who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To ensure equality of opportunity and to eliminate prejudice against pupils with Special Educational and additional needs and disabilities
4. To provide full access to the curriculum through differentiated planning and delivery of lessons by class teachers, SENDCO and support staff as appropriate.
5. To enable children to move to the next phase in their education well equipped in the basic skills of literacy, numeracy and social independence
6. To involve parents/carers and the children themselves in any decision making that affects them
7. To provide a Special Educational Needs and/or Disabilities Co-ordinator (SENDCO) who will organise the provision for children with SEND
8. To provide support and advice for all staff working with children with special educational needs, for those pupils recorded as having SEND support.
9. To provide specific input, matched to individual needs, in addition to differentiated classroom provision
10. To involve the children themselves in planning and in any decision making that affects them.

Definition of Special Educational Needs

What does SEND mean?

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

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

OR

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

The area of special need will be identified as either:

- **Communication and interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.
- **Social, mental and emotional health** – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack of concentration.
- **Sensory and/or physical** – this includes children with sensory, multi-sensory and physical difficulties. Behavioural difficulties do not necessarily mean that a child has SEND and should not automatically lead to a child being registered as having SEND

Internal procedures

How do we identify SEND children?

All our children are treated as individuals. The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing at the expected rate and who may have additional needs. This system includes reference to information provided by;

- Baseline assessment results in Nursery and Reception
- National Curricular descriptors for the end of Key Stage
- Progress measured against the Engagement Model
- Progress measured against Formative Footprints
- NFER English reading test and Spar reading tests
- White Rose Hub pre, post and block assessments
- End of Key stage 1 teacher assessment.
- Key Stage 2 SATs results and assessments
- Teacher assessment
- Early Years and Foundation Stage Profile
- Cohort tracking records – Pupil Progress meetings
- Observations of behavioural, emotional and social development.
- EHCP plan.
- Inclusion Panel funding
- Assessments made by specialist services; such the educational psychologists and ISAS

The following groups are not SEND but may impact on progress and attainment and these children are closely monitored:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A graduated approach:

Quality First Teaching

Quality First Teaching (QFT) is the first and most important step in meeting the needs of all pupils, including those with SEND. At Unstone Schools Federation, we believe that every teacher is responsible and accountable for the progress and attainment of every child in their class. High-quality, adaptive teaching is therefore the foundation of our SEND provision. Through Quality First Teaching, teachers:

- Set high expectations for all pupils.
- Create inclusive classrooms where all children feel valued, supported and able to participate.
- Adapt teaching, resources and learning activities to meet individual needs.
- Use a range of strategies, including modelling, scaffolding, visual supports, practical resources and assisted technology where appropriate.
- Provide clear explanations, instructions and opportunities for overlearning, practice and reinforcement.
- Regularly assess understanding and adapt teaching in response to pupils' strengths, needs and progress.
- Promote independence, confidence and resilience in learning.
- Work collaboratively with support staff, parents/carers and external professionals where appropriate.

Progress is closely monitored through ongoing assessment, pupil progress meetings and discussions with the SENDCO. Where concerns remain despite high-quality classroom provision and appropriate adaptations, the school will consider whether additional support is required through the graduated approach of **Assess, Plan, Do, Review (APDR)**.

The purpose of Quality First Teaching is to remove barriers to learning, ensure full access to the curriculum and enable every pupil to achieve their full potential.

Where a pupil is not making expected progress despite receiving high-quality, adaptive teaching and targeted classroom support, the class teacher and SENDCO will consider whether the pupil may have SEND. A holistic assessment of the pupil's needs will be undertaken, drawing on observations, assessment information, discussions with parents/carers and the views of the child, in order to identify barriers to learning and determine the most appropriate next steps

The class teacher will work closely with the SENDCO to discuss concerns, review evidence and consider appropriate next steps. Where appropriate, observations may be undertaken to gain a deeper understanding of the pupil's strengths, needs and any barriers to learning.

Parents/carers will be involved at the earliest opportunity. The school recognises the valuable knowledge and insights that parents/carers have about their child and will work in partnership with them to identify needs, plan support and review progress.

Where concerns are identified, the pupil may be placed on a monitoring pathway while further information is gathered. This does not mean that the pupil has SEND or will automatically be placed on the SEND register. Information from assessments, observations, discussions with parents/carers and the pupil's progress over time will be considered before any decisions are made regarding SEND identification.

Progress and attainment will be reviewed regularly through ongoing assessment, pupil progress meetings and discussions with parents/carers. Parents' evenings provide an additional opportunity to share achievements, discuss any concerns and agree appropriate next steps to support the pupil's learning and development.

Early Years Foundation Stage (EYFS)

At Unstone Schools Federation, all children in the Early Years Foundation Stage are carefully monitored to ensure that any emerging special educational needs are identified and supported at the earliest opportunity. Staff use observations, assessments and daily interactions to monitor children's progress across all areas of learning and development. Where concerns arise regarding a child's progress, communication, social interaction, behaviour or development, these will be discussed with parents/carers and the SENDCO. The school will work in partnership with families to identify strengths, barriers to learning and any additional support that may be required. Early identification and intervention are

key to ensuring that children receive the support they need to achieve positive outcomes and make progress from their individual starting points.

SEND Support

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

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The assess, plan, do review cycle enables the identification of those interventions which are most effective in supporting the child to achieve good progress and outcomes. A child's needs are also identified through whole school provision mapping.

ASSESS

- Analyse the child's needs using the class teacher's assessment, experience of working with the child, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.
- Any parental concerns will be recorded and discussed
- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate
- Share information with external agencies. Where they are not involved they may be contacted, if this is felt to be appropriate, following agreement from parents.

PLAN

- Planning will involve consultation between the teacher, SENDCO and shared with parents to agree the interventions and support that are required; the impact on progress, development and behaviour that is expected and a clear date for review. Targets will be sent home following termly review meetings.
- All staff working with the child will be informed of their individual needs, strategies that the child responds to and intervention programmes in place

DO

- The class teacher remains responsible for working with the child on a day to day basis. Class teachers have responsibility for planning, monitoring interventions and liaising with support staff.
- Any additional support and assessment of children's needs will be provided by the SENDCO and outside agencies if it is felt to be necessary.

REVIEW

- A child's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed.
- Child's views and parents' views will be taken into account. The class teacher along with the SENDCO will review the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with the child and parents.
- Termly meetings take place with Class Teacher, SENDCO, TA, Parents and any external agencies that are involved and wherever possible with the child. Future targets will be set.

Referral for an Education, Health and Care Plan (EHCP)

- For a child who is not making adequate progress despite a period of support at **SEND Support**, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment to determine whether an EHCP (Education, health and care plan).
- If a child has lifelong or complex difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The applications for an Education, Health and care Plan will combine information from a variety of sources including:

- Teachers/SEND CO
- Parents
- Social care
- Educational psychologist/ clinical psychologist (if appropriate)
- Health professionals – CAMHS, school health, paediatricians

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

Further information about EHC Plans can be found via the SEND Local Offer www.derbyshiresendlocaloffer.org/

EHC plans

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, child's parents and other professionals who support the child will be involved in developing and producing the plan
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The EHC Plan will also 'move' with the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place.

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 to both those families in Derbyshire that have an EHC 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.derbyshiresendlocaloffer.org/

Arrangements for coordinating SEND

The SENDCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Unstone Schools Federation SEND Policy
 - A copy of the full SEND register
 - Guidance on identification of SEND in the code of Practice
 - Information on individual pupil's special needs, including pupil profiles, targets set and copies of their provision map
 - Practical advice, teaching strategies and information about types of special educational needs and disabilities
 - Information available through Derbyshire's SEND Local Offer
1. The SENDCO (Natalie Mason), Inclusion Lead (Teresa Sutton) will meet regularly with class teachers and support staff to discuss the progress and attainment of SEND pupils, monitor provision and review APDR Forms.
 2. Reviews will be held for pupils on the Special Educational Needs and /or Disabilities list in November, April and July. The SENDCO and class teacher will be present for the meetings where outside agencies are involved or the child has a EHC Plan and parents will be invited to attend these reviews. Children will also be included in the review process where appropriate for their age and specific needs

3. The SENDCO, together with the Inclusion Lead monitors the quality and effectiveness of provision for pupils with SEND.

SEND and Inclusion Training

We 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 will attend regular LA-run meetings and termly local cluster SENDCO meetings and courses to update and revise developments in Special Educational Needs and Inclusion.
- Special Educational Needs are included in the school's long-term goals and School Improvement Plan when it is appropriate.
- In-house training to be provided through staff meetings by the SENDCO and relevant outside agencies. Teaching staff to have access to SEND/Inclusion professional development opportunities.
- Teaching Assistants to attend SEND/Inclusion courses as and when appropriate.

Links with support services

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

Support services include but limited to:

- Educational psychology
- Health – school nurse, paediatricians, psychologist
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language therapists
- Teachers for the hearing/ visually impaired
- Physiotherapists, occupational therapists
- Social services
- P4YP
- Inclusion Support Advisory Service

Working in partnership with parents/ carers

Unstone Schools Federation believe that a close working relationship with parents/ carers is vital to ensure that:

- Staff and parents/carers will work together to support pupils identified as having additional needs
- A home/school diary may be used to communicate with parents and school staff on a more regular basis and Information is shared with everyone.
- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social, emotional and academic progress of children with SEND
- Personal and academic targets are set and met effectively
- Parents/carers are involved at all stages of the education planning process
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed
- Targets will include targets to work towards at home and parents/carers are always invited to contribute their views to the review process. All targets and reviews will be copied and sent to parents/carers.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual child's needs. Appointments to see Miss Mason (SENDCO) can be made through the Infant school office. The SENDCO may also signpost parents of pupils with SEND to the Derbyshire Information Advice and Support Service for SEND (DIASS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies 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 (Mr Jonathan Flower) may be contacted at any time in relation to SEND matters.

Admission and Transition Arrangements

- Parents of children joining our Nursery are invited to inform us of any special education needs they are aware of and we follow this up by contacting the necessary agencies. Contact may be made by the SENDCO and or EYFS Co-ordinator.
- Class teachers of children joining from other schools will receive information from the previous school, if there is an SEND issue then the SENDCO will telephone to further discuss the child's needs.
- Children transferring from Unstone Schools Federation to new schools will have information concerning their special needs and additional provision made by the school sent to the new school. The SENDCO will discuss these children with other schools on request.
- For children who are transferring to Unstone Junior School/Unstone St. Mary's Nursery and Infant School a meeting is held with their class teacher and SENDCO along with our SENDCO and a transition plan is put into place to ensure a smooth transition. The SENDCO and Class teacher from Unstone Junior School/ Unstone St. Mary's Nursery and Infant School are invited to any review meetings within 15 months of transition to their school.
- A planned induction programme is delivered in the summer term to support transfer for pupils starting school in September.
- The SENDCO will organise the passing on of details of SEND pupils to the child's next teacher at the end of each school year.
- Accompanied visits with a TA to other schools may be arranged as appropriate.

Supporting children in school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have an EHC 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 children with their specific medical needs/ conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DfE in April 2014.

How will my child be included in activities outside the classroom including school trips?

The Head teacher and the SENDCO are responsible for overseeing the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

- Risk assessments are carried out and procedures are put into place to enable all children to participate in all school activities inside and outside the classroom.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school activity.

Accessibility

Unstone St Mary's Nursery and Infant School is a single site small village school, with Foundation Stage and Key stage 1 children. The school is built all on one level. The only entrance onto the school site is to use 3 steps. There are 2 entrances into the building, through the front door which has steps or through the back door which is the accessible entrance and is level and therefore suitable for wheelchair access. Classrooms are accessed from the main hall. There is an accessibility toilet.

We have made sure that there are good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized (part carpeting, curtains, quiet areas).

Unstone Junior School is a single site small village school. The layout of the school facilitates easy access for adults and children with disabilities to all areas. Wheelchair access is via the front double doors. The playground is accessible to wheelchairs. The inside of school is spacious enough but teachers will need to consider wheelchairs when arranging furniture. We have an accessibility toilet in the Year 5/6 cloakroom.

An access audit of the school is carried out and a plan written and updated 3 yearly and reviewed annually to ensure developing and improving provision.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving access are contained in the Access Plan.

Commitment to educational inclusion at Unstone Schools Federation is demonstrated through:

Leadership and Management

- The implementation of inclusive policies, procedures and structures
- The collection of analysis of data to inform future practices
- The involvement of staff, children, parents and governors
- Continuous Professional Development (CPD)

Teaching and Learning

- The creation of stimulating positive learning environments
- A creative and relevant Curriculum
- The use of assessment, monitoring and evaluation to ensure all participate and make effective progress
- Effective staff teamwork strategies
- Continuous Professional Development (CPD)
- Evaluating the effectiveness of resources.

Parents/Carers, Governors and Community Groups

- The school will share its practices with parents/carers and governors.
- Regular review of SEND issues at Governor's meetings. SENDCO and SEND Governor to liaise on a regular basis.
- The school will create effective partnerships and build an effective ethos with members of the local community.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are on the school website. These target the broad areas of need:

- Cognition and learning
- Social, Mental and Emotional Health
- Communication and interaction
- Physical and/or Sensory

For pupils with an EHCP the decision about how much support each child will receive is written on the plan.

If Parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCO or Head teacher.

Funding or support within Derbyshire LA is based on need. Therefore, a diagnosis does not automatically give any access to additional funding or support. However, if the need is causing a barrier to learning and school feels that extra funding would further support the child then school can apply for inclusion funding or in some cases request an Educational Health Care Needs Assessment. Extra funding is only applied for when a child's needs go above and beyond what is available through the schools' budget.

Where assessments from external agencies are underway, and school is required to provide additional information, school will:

- Endeavour to provide the information within 30 working days
- Provide information on how the child presents within the school environment
- will return the document directly to the referrer
- will securely store a copy in the pupil's folder
- share a copy with the parents/carers at their request

When parents seek a private diagnosis, assessors must be accredited to an appropriate body Assessors must be willing to work with school so as to gain a full picture of the child's needs. The school will work with the professional body to facilitate this.

The provider must:

- have a commissioning contract with any Clinical Commissioning Group (CCG) or NHS England for the required service
- have the service and team led by a consultant or a mental healthcare professional

PLEASE NOTE: Schools reserve the right to verify the credentials and or qualifications of assessors. A separate reasonable adjustments document is available on request. When verifying credentials or qualifications, we will use the following information to guide us:

Health & Care Professionals Council register of professionals

<https://www.hcpc-uk.org/check-the-register/>

Evaluating the success of provision

Every year we analyse the data we have on the percentage of our pupils. This is compared to previous years and to percentages of similar schools. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children recorded as having special educational needs and/or disabilities attaining Working at expected age related standard or greater depth.
- A reduction in behaviour incidents.

We report progress against these targets to the governing body.

In October, February and May, the Head teacher will provide information to the governing body as to the numbers of pupils receiving special educational needs provision through SEN support and EHCP as well as any pupils for whom statutory assessment has been requested. The numbers of pupils transferring to or from each type of provision will be noted. The Head teacher will report on any whole school developments in relation to inclusion. At the same time, and will ensure that governors are kept up to date with any legislative or local policy changes. The SENDCO will send a report to the governors annually.

Individual targets for children with additional needs will be reviewed and a summary of the outcomes arising from these will be discussed at the subsequent meeting with parents/carers held in November, April and July.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole school staff and used to build upon successful practice.

Target setting for all pupils takes place daily and termly. An individual assessment portfolio is kept for each child and cohort tracking folders are kept for each year group to inform planning and target setting. Percentage targets are set for children to aim to achieve – expected standard or greater depth.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following who will try to resolve the situation:

- Your child's class teacher
- Inclusion Lead- Teresa Sutton
- The SENDCO – Natalie Mason
- The Head teacher – Rachael Fowlds
- The SEND Governor – Jonathan Flower

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days. Any issues that remain unresolved at that stage will be managed according to the school's **Complaints Policy**. This is available from the office on request.

Support services for parents of pupils with SEND include:

- Derbyshire Information, Advice and Support Service for SEND (DIASS). DIASS provides independent, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. Information can be found at this website. <https://www.derbyshireiass.co.uk/home.aspx>

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs.

This policy will be made available to parents on request.

This policy has been reviewed and approved by:

Head teacher's signature _____

Date: _____

Chair of Governor's signature: _____

Date : _____

SENDCO's signature _____

Date : _____

Staff signatures:

This policy will be reviewed annually.