



SEND POLICY

MARCH 2018

This policy should be read in conjunction with:-

SENDD Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

Equality Policy

Admission Policy (<http://www.taddingtonpriestcliffe.derbyshire.sch.uk/important%20information%20for%20governors%20and%20visitors.htm>)

The School SENDD Information Report

The School 'SENDD provision'

document (<http://www.taddingtonpriestcliffe.derbyshire.sch.uk/important%20documents.htm>)

Definition of SENDD

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 above and beyond the usual differentiation in a mixed age, mixed ability classroom.

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

(a) Has a significantly greater difficulty in learning than the majority of others of the same age;

or

(b) 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. SEND Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEND may also 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. SEND Code of Practice (2014, p5)

1) The kinds of special educational need for which provision is made at the school

We can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan. For instance:

- Dyslexia
- Dyspraxia
- Speech and language needs
- Down Syndrome
- Autism and social communication difficulties
- Asperger's syndrome
- ADHD



- ADD
- Auditory Processing Disorder
- Learning and cognition difficulties
- Dyscalculia
- Fine and Gross motor skills difficulties
- Hearing impairment
- Visual impairment
- Physical impairment
- Chronic illness
- Medical conditions
- Behavioural difficulties

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2) Information about the policy for identification and assessment of pupils with SEND

We monitor the progress of all pupils throughout the year to review their academic progress. We also use a range of assessments with all pupils at various points during the year or key stage.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are outlined in the school's 'SEND provision' document.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We also have access to external advisors who are able to use additional assessment tools:

- Education Psychologists using a range of assessments to determine levels of cognition.
- Specialist Teachers using a range of assessments to support further referrals and medical diagnosis.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a



special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any amendment in identification of SEND is changed, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3) Information about the school's policies for making provision for pupils with special educational needs (whether or not they have EHC Plans), including:

3a) How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEND Code of Practice (2014, 6.17) describes inadequate progress thus:

- 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 rate of progress;
- Widens the attainment gap.

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these, it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, the SEND support plan will be reviewed and adjusted.

3c) The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the



quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. SEND Code of Practice (2014, 6.37)

3d) inclusion

The school is committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that in teaching and learning; the achievements, attitudes and well-being of every child in the school is important.

We are committed to ensuring that all of our children are included in the wide and varied range of activities and experiences required to effectively deliver the National Curriculum 2014, also ensuring that the individual needs of all of our children are met. All children have access to trips, visits and visitors where this is appropriate for their learning needs.

4) The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents are invited to discuss the progress of their children on two occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEND / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

5) The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

This policy is reviewed bi-annually