Dean Bank Primary School

SEND and Inclusion Policy

Head Teacher – Mr Craig Brown

Chair of Governors – Mr John Davidson

SEND Governor - Mrs Sharon Temple

Reviewed: October 2026

Ratified:

Review October 2027

DEAN BANK PRIMARY AND NURSERY SCHOOL

SEND AND INCLUSION POLICY

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:
• Equality Objectives
• Accessibility Plan
• Assessment for Learning
• Anti-Bullying Policy
• Medical Needs Policy

The appointed SEN Co-ordinator for Dean Bank Primary and Nursery School is Mrs Katie Hay.

1. Definitions

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice D.F.E. 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:
a) has a significantly greater difficulty in learning than the majority of pupils 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.

Special educational provision which meets the needs of children and young people with SEN includes:

• High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

2. Rationale

Dean Bank Primary and Nursery School is an inclusive school, catering for a wide range of SEND, including pupils with:

• Communication and interaction needs
• Cognition and learning needs
• Social, emotional and mental health difficulties
• Sensory or physical needs

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal

with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

3. AIMS

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

4. ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The governing body will have the following responsibilities. They will:
• Appoint a governor with specific responsibility for SEND:
• Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
• Publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEND
• Ensure that there is a qualified teacher designated as SENDCo
• Cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan
• Ensure that arrangements are in place in schools to support pupils at school with medical conditions
• Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans
• Ensure that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

The Headteacher

The headteacher will have the following responsibilities. She will:

• Take overall responsibility for implementing the code of practice
• Ensure that the SENDCo has adequate time to carry out duties and is able to influence strategic decisions about SEND
• Ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants)
• Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)
• Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND
• Report to the governing body how resources are deployed to meet provision

The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The role of the SENCO includes:

• Oversee day-to-day operation of school's SEN policy
• Coordinating provision for children with SEN
• Liaise with designated teacher where a Looked after Child has SEN
• Overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEN Support
• Advise on use of delegated budget/ other resources
• Liaise with parents of children with SEN
• Maintain links with other education settings and outside agencies
• Liaise with potential next providers of education • work with head and governors on Equality Act; and
• Ensure that SEN records are up to date
• Contribute to the in service training of staff

Class Teachers

Class teachers have the following responsibility to:

• Provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review
• Focus on outcomes for the child: Be clear about the outcome wanted from any SEN support
• Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement
• Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how a full range of resources are going to help reach them
• Work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

SEN Support Staff

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

• LSA/TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance

• The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall
• LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child

5. Identification of SEN

Through their discussions, observations, assessments and data analysis the SENDCo, class teachers, key workers and support staff will identify any children who appear to have SEN. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCo or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEND they will be placed on the SEND register as SEND Support.

6. SEND Support

When a class teacher or the SENDCo identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum.

The triggers for SEND support are that, despite receiving quality first teaching the child:

• Continues to make little or no progress in specific areas over a long period
• Continues working at National Curriculum levels substantially below that expected of children of a similar age
• Continues to have difficulty in developing literacy and mathematics skills;
• Has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group
• Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
• Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

If necessary the SENDCo, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

7. Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment.

To inform this decision the local authority will expect to see evidence of action taken by the school. These include:
• Records of regular interventions, strategies, reviews and their outcomes
• The pupil's health including the child's medical history where relevant
• Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics
• Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
• Views of the parents and of the child;
• Involvement of other professionals such as health, social services or education welfare service
• Costed provision maps (where appropriate)

Parents or school are the only partner who can request an Education, Health and Care Assessment.

8. Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

• The pupil's name, address and date of birth
• Details of all of the pupils special needs, including health needs
• Identification of the special educational provision necessary to meet the pupil Special Educational Needs
• Short term targets for the child to work towards
• Identification of the type and name of the school where the provision is to be made
• Relevant non-educational needs of the child
• Information on non-educational provision
• Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

9. ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Dean Bank Primary and Nursery School, we hold annual reviews for children with an EHCP and termly reviews for those on SEND support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn, Spring and Summer Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

10. RECORDING SEN

Records are kept on all children with SEND, detailing steps taken to support them. Record files are kept by the SENDCo.

SEND Register

This is a file kept by the SENDCo. It indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:
• Child's name
• Date of Birth
• Details of SEN
• Involvement of outside agencies

Medical Register

The head teacher (Mr Craig Brown) and the First Aid Lead (Miss Lauren Carpenter) maintains a copy of the Medical Register as the responsible persons. Copies will be kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with SLT. The SENDCo will become involved should a child's medical attention present a barrier to their learning.

Pupil Files are kept up to date by the SENDCo. Class Teachers will keep copies of support plans for reference and amending in their short term planning files. Transfer of Information will be the responsibility of the SENDCo

11. STAFF TRAINING

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

12. POLICY EVALUATION

The implementation of this policy will be monitored by the head teacher and SENDCo. It will be reviewed annually. When reviewing the success of this policy we will take into account:

• Progress of SEND children compared to non- SEND
• Standards reached by pupils with SEND
• The percentage of parents attending review meetings, including Annual Reviews
• The number of complaints received regarding SEND provision through regular classroom observation we will also take into account:
• The quality of curriculum planning and the extent to which teachers and SEND support staff work together as a team
• The extent to which pupils are following an appropriately differentiated curriculum
• The use of varied resources which enable pupils with SEND to make progress towards their targets
• The ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported

13. Dealing with Complaints

Any complaints can be made in line with the school complaints procedure/policy. Please see school website for information.

Katie Hay - SENDCo
Craig Brown –Headteacher