



SEND Policy – Long Row Primary School 2025-26

Introduction

The special educational needs and disability code of practice: 0 to 25 years 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 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

Everyone at Long Row Primary School is committed to providing the conditions and opportunities to enable any child with SEND needs to be included fully in all aspects of school life.

Policy objectives – meeting diverse needs

In order to meet the special educational needs of our children at Long Row we will

- Identify and then seek to overcome any barriers to learning, as detailed in the Code of Practice, and promote their full participation in school life
- Monitor the achievement and wellbeing of pupils identified as having SEND and the quality/nature of the learning opportunities they are offered.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- Develop and deploy our resources to best effect reflecting the various levels of need experienced by pupils
- Assess and keep records of the progress of children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Share concerns we have regarding a pupil with parents/carers, seeking to work together with them for the good of the child
- Encourage active involvement by the children themselves in meeting their needs.
- Provide teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

- Make reasonable adjustments both in the classroom and beyond to ensure children have equitable access to learning opportunities alongside their peers.

Co-ordinating provision - The SEND team at Long Row Primary School

The SEND Governor

The SEND governor has regular contact with the SENDCO and the Senior Management of the school to keep up-to-date with, and monitor the school's SEND provision.

The Special Educational Needs and Disability Co-ordinator (SENDCO)

Anna Smurthwaite is responsible for the arrangements for SEND provision throughout the school. She receives a Teaching & Learning Responsibility Allowance for this. She can be contacted in school by phone 01773 823319 or e-mail sendco@longrow.derbyshire.sch.uk. As SENDCO responsibilities may include:

- the day-to-day responsibility for the operation of SEND policy and co-ordinating the specific provision made to support individual pupils with SEND, including those who have EHCPs or funding through the Derbyshire Local Offer, working closely with staff, parents and carers, and other agencies.
- providing professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEND, and works closely with staff, parents and other agencies. This will include co-ordination of training opportunities for staff when needed and signposting staff for support from outside agencies.
- working with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- liaise with the headteacher and governing body in determining the strategic development of SEND policy and provision in the school in-order to raise the achievement of pupils with SEND.

Class Teachers and Teaching Assistants

Class teachers are responsible for ensuring that all pupils, including those with SEND, receive high quality teaching in the classroom which is differentiated and personalised to meet the children's needs. Teaching assistants are based across classes every morning to support this high-quality teaching as well as providing extra 1:1 and small group support for children with SEND and vulnerable children where needed.

Most year groups will also plan 'keep up' sessions for TA's to deliver to children with 'gaps' in their learning. Through this we aim to minimise the number of children requiring SEND provision further into their education.

Some children will require provision that is different from or additional to that which other children receive. These children will receive 'special educational provision'. The arrangements for their provision will be recorded on Educational Health Care Plans or SEND Learning Plans according to their level of need. These will be working documents that are used by the teacher and TA's to inform planning and will be reviewed regularly.

Children with specific needs such as hearing and visual impairments, physical needs, speech, language and communication needs and those with emotional and behaviour difficulties may also receive specialist teaching and/or advisory support from outside agencies.

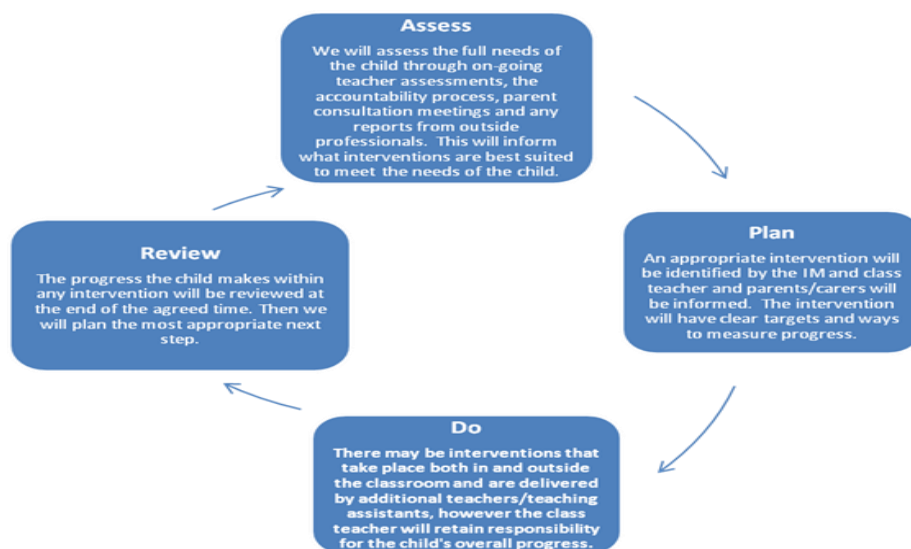
Access to the National Curriculum

At Long Row Primary we will:-

- set suitable learning targets
- respond to children's diverse learning needs
- work to overcome potential barriers to learning.

All class teachers, the SENDCO and SEND support staff carry out an ongoing process of **assess**, **plan**, **do** and **review** that recognises each child's strengths as well as areas for improvement.

This diagram demonstrates the process.



A rigorous tracking system is in place to identify children who are not making the required progress. Strategies which are used to enable access for all children to the National Curriculum are:

- adaptation, modifications and curriculum scaffolding ensure children with SEND needs can make good progress
- grouping of children may be mixed ability or ability grouped in order for all pupils to make good progress
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of TAs to provide additional support throughout all the curriculum, including supporting Brain Breaks for children who have these outlined in their SEND Learning Plans or EHCP.
- small intervention group and 1:1 teaching by the SEND staff to pre teach or consolidate learning, targeted to children's needs
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through technology, and use of specialist equipment
- peer group support through mixed ability grouping, paired reading and “buddy” systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- use of the PSHE Matters scheme.
- access to all extra-curricular clubs including Lunch Clubs and after school events and competitions.

Admission arrangements

In line with current LA policy a place at Long Row Primary School is available to a child with SEND provided that:

- the parents wish the child to attend the school.
- the child's special educational needs can be met by the school.
- other pupils will not be disadvantaged.
- resources will be used efficiently.

Long Row Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is oversubscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

Access

In line with the 2002 SENDA and the 2006 DDA the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme.

Access to the school environment

Long Row school site is spread out and consists of 3 buildings. These are all accessible with ramp access where needed. There are accessibility toilet facilities in each building, which includes a height-adjustable changing bed and another with a self-flushing toilet.

Access to information

Information about the school and its various activities can be found on the website. Arrangements can be made to provide this information in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form e.g. by reading aloud, overhead projections and use of diagrams and pictures.

Resource allocation

Where a child has an Education Health Care Plan, there may be additional funding from the LA. The school will be responsible for funding the first £6000 as part of the graduated response. Funding above this is through the LA.

Children with Education Health Care Plans may also receive support visits from specialist services as part of their plan. This is funded by the LA. The teacher, supported by the SENDCO, monitors the provision made for the child in school and makes further recommendations where appropriate through the Statutory Annual Review Process.

Identification and assessment

At Long Row Primary School, we identify pupils with SEND as early as possible, through the observations and assessments made by the staff in the Early Years, (FS1 and FS2). Then throughout school, by monitoring and tracking the progress of all pupils by an ongoing process - planning, teaching, assessing and reviewing. Pupils with SEND may be identified at any stage of this process during their school life.

Where a pupil is identified as having SEND, we act to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making

good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of pupils and young people.

Slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some pupils and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

In the Foundation Stage and Years 1 and 2 the assessments used are used to help identify SEND:

- the Foundation Stage Profiles; Celebratory Checkpoints; Engagement Model
- regular observations
- speech screening
- termly teacher assessments of progress
- the end of Key Stage 1 SATs tests
- ongoing formative assessments
- phonics screening [Y1]
- Formative Footprints
- Pre-Key Stage Standards (Y2 Only)

In Key Stage 2 the assessments used are:

- ongoing profiles of progress towards objectives in all curriculum areas
- the pre-key stage standards, for children working outside the national expectations for their age group
- termly assessments of progress
- ongoing formative assessment
- the end of Key Stage 2 SATs tests
- Formative Footprints
- Pre-Key Stage Standards (Y6 Only)

The SEND Code of Practice 0-25 suggests that there are 4 'broad areas of need'

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

Children displaying signs of the above needs may require further interventions to help them to access the curriculum and make progress.

The Graduated Response

The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- High quality learning through the provision of high-quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

b) Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the HT, DHT, SENDCO, Class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

c) Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at Long Row, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- The Speech and Language Therapy Service to Schools (SALTs)
- The Educational Psychology Service (EPS) (Traded service)

- The Physical Impairment Service (PI)
- The Visual Impairment Service (VI)
- The Hearing Impairment Service (HI)
 - Occupational Therapy
 - ISAS (Inclusion Support Advisory Service)- ISAT (Inclusion Support Advisory Teacher) regular visits to school
 - School will engage and involve any other services as and when requested or required

Request for Statutory Assessment – Education Health Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child and they have not made expected progress, the school would consider requesting an Education, Health Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support which clearly demonstrates our graduated response.

Education Health Care Plan

An Education Health Care Plan is a legally binding document which sets out the provision the child **must** receive to meet his/her SEND. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHC plan when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school.

The Local Offer and Derbyshire Local Authority Funding

Every Local Authority has a duty to provide details of their offer of provision for young people with SEND. The Derbyshire local offer is an information, support and advice service for children and young people aged 0 to 25 with special educational needs or disabilities (SEND). It details for parents and young people their rights and also the responsibilities that the LA and schools have in providing for those young people.

As well as EHCPs children with SEND may also receive additional funding through the Inclusion funding process in Derbyshire. Through the application process the school is required to document needs, provision and costings to show how the school is providing the first £6000 of support for that pupil. The Inclusion funding is then given as top up funding.

Liaison within the school

The SENDCO shares information about pupils with SEND with

- Class teachers and TAs
- the Senior Leadership Team
- the member of staff responsible for safeguarding and child protection issues
- the pupil and parents

INSET and Staff Training arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services. The school governors are also informed of courses on disability and SEND issues and are invited to attend.

The SENDCO regularly attends courses on SEND issues run by the LA. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEND.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENDCO leads INSET and staff meeting sessions for the school staff on specific SEND issues.

Links with other schools

The SENDCO and the Foundation Stage class teachers arrange meetings with the Early Years in other settings when they are informed of a child with SEND who will be starting school at Long Row.

At Y6 transition the SENDCO provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For pupils with EHCP's, the SENDCO arranges a meeting with the SENDCO from the chosen Secondary School, the class teacher at Long Row, the parents and the child during the summer term prior to transition. Additional transition arrangements can then be made.

A SENDCO cluster group has also been set up by the local primary schools and the local secondary school. They meet regularly to share ideas and knowledge.

Partnership with parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's SEND Learning Plan each term and are invited to review progress towards the targets. There are two Parent's Evenings per academic year for all children. Class teachers and the SENDCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

A written report about the child's progress is provided in the summer term.

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's classteacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCO and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEND.

Monitoring the success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated daily planning by the classteacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets in the SEND Learning Plan reviews
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- successful requests for additional funding at Inclusion funding and EHCP levels

Evaluating the success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEND.

- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LEA to support the child's needs via an EHCP □ considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible

Links to the Behaviour Policy

Every child, regardless of need, has the right to access a safe, inclusive, and respectful learning environment. All children are entitled to high standards of behaviour, consistency and the support necessary to thrive academically and socially.

We recognise that some behaviours may be linked to specific SEND needs and so will be viewed as part of the whole child's profile. Where behaviour is a barrier to learning, this is reflected within individual children's SEND Learning Plans or EHCP, and becomes part of the school's graduated response for that child. The whole school behaviour policy will be followed alongside any reasonable adjustments and proactive measures pertaining to the child.

These may include, but are not limited to:

- Soft landings and exits to aid regulation
- Regular brain breaks, relating to the child's needs
- Access to regulation activities, relating to the child's needs
- Restorative conversations, including the use of Widgit based supporting materials to aid understanding
- Social groups/ social stories relating to specific repeated behaviours

Approved by Full Governors Minute number FG/24/36 – Review March 2025

