

The Limestone Federation

Special Educational Needs and Inclusion Policy			
Created Date	Review Period	School Coordinator	Nominated Governor
25.9.2023	Sept 2025	Natalie Doughty	Mary Washbrook
Review date	Review Reason	Changes Made	Updates approved by

Special Educational Needs and Inclusion Policy

Date: September 2023

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The Limestone Federation is committed to providing excellent teaching and learning experiences for all pupils, so they are equipped with the necessary life-skills and prepared for the next phase of their life. We believe that all pupils, including those identified as having a special educational need and/or disability (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and where they are fully included in all aspects of school life. We aim to create a learning community where pupils are aspirational, enquire about the world and they understand and celebrate diversity.

We know that forming good relationships with our families and wider community is the key to a successful partnership to ensure our pupils enjoy coming to school and engage well with their learning. We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe. The Limestone Federation is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We are committed to giving all our pupils every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the pupils in our school – regardless of their age, gender, ethnicity, attainment or background.

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 educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, 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).
- Looked after pupils.
- Learners who have a special educational need.
- Learners who have a disability.
- Those who are gifted and talented.
- Others such as those who have a long-term medical illness; 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 pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

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

The Special Needs and Disability Co-ordinator (SENCO) is Mrs Natalie Doughty. All staff are responsible for all pupils with a SEND.

Our aims:

We aim to achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Are all our pupils achieving as much as they can?
- What provision are we offering for those pupils whom we know are not achieving their best?
- Are our actions effective?
- How can we work together with our families and carers to ensure the best provision for all our pupils?
- Which external agency support could we use to support our pupils?

Our objectives are:

- To identify pupils with a SEND as early as possible to ensure their educational needs are met.
- To set high expectations to ensure that the SEN of all pupils are identified and met throughout the school, through an inclusive classroom.
- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure all pupils with a SEND are supported to access learning through a broad and balanced curriculum that provides every pupil with the opportunity to experience success, to achieve their full potential, alongside their peers, in order to acquire skills, concepts and knowledge relevant to their future life outcomes.

Place the pupil at the centre of any decision making that is about them, ensuring their parents/carers are also included in plans to meet their child's needs. Pupils are encouraged to participate in decision making processes, including setting targets and contributing to their plans, discussing their choices and assessment of needs in the review procedures.

To deploy a range of teaching and learning styles so that all pupils can take part in lessons fully and effectively, providing equality of opportunity.

To ensure equality of opportunity for all pupils, and to eliminate prejudice and discrimination against pupils with a SEND.

To monitor the progression of all pupils in the four broad areas of need as specified in the SEN Code of Practice:

Communication and Interaction (C&I),

Cognition and Learning (C&L),

Social, Emotional and Mental Health Difficulties (SEMH),

Sensory and/or Physical Needs (S/PN).

To provide full access to the curriculum* through a differentiated curriculum involving class teachers, SENCO and support staff as appropriate.

(*Except where disapplication, arising from an Education Health and Care Plan (EHCP), occurs. Disapplication is rare, and we aim to offer the full curriculum to all our pupils.)

To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having a SEND. Pupils may access additional support where this, as a strategy, is effective and impacts upon progress.

To liaise with outside agencies to ensure high quality provision.

Broad areas of need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with a diagnosis of Autism Spectrum Disorder (ASD), are more likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

- Moderate Learning Difficulties (MLD) – where pupils are not working within their age related expectations for one (or more) areas of the curriculum.
- Severe Learning Difficulties (SLD) – where pupils are likely to need support in all areas of the curriculum.
- Profound and Multiple Learning Difficulties (PMLD) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) – which can affect one or more specific aspect of learning. This covers a range of diagnoses including literacy difficulties, dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

- This is when children may experience a wide range of social and emotional difficulties which can display themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have a diagnosis such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may vary over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Roles and responsibilities

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement through ensuring that staff adhere to their roles and responsibilities. When planning their work, teachers take into account the abilities of all pupils. For some pupils, we use the objectives from earlier year groups or key stages, to enable pupils to access learning at their level and move forward.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of

attainment, teachers extend the breadth of work within the areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

The class teacher has:

- Responsibility and is accountable for the pupils they teach.
- High expectations of pupils with a SEND.
- Knowledge of the school's policy for the identification and assessment of pupils with a SEND and the provision it makes for them.
- Responsibility for the initial identification of a pupil's SEND through observation of classroom practice and ongoing assessment and inform the SENCO of any concerns.
- A responsibility to work closely with the SENCO to provide all the information necessary in order to assist them in devising an effective plan for the pupil, which will be in addition to an already differentiated curriculum.
- Responsibility to inform the parents/carers of the decision to move a child onto or off the SEND register.
- The responsibility to work in partnership with parents, and the pupil, to decide on how best to set targets for the child to enable them to achieve and make progress.
- A responsibility to share these targets with parents/carers once written.
- A responsibility to attend any review meetings required with the SENCO, parents/carers and, if appropriate, the child, until such time as the school decides that the pupil no longer requires the intervention in place or that the pupil needs to gain support from the next stage in the process.
- A responsibility to inform the SENCO of any problems that may arise between reviews.
- To organise the timetable, class grouping and all available resources so that the pupil receives all possible support to reach the targets agreed by all parties.
- To ensure the delivery of the individual programme for pupils who have a SEND.
- A responsibility to maintain on-going liaison with the pupil, and parents/carers, regarding progress.
- Will ensure, where appropriate, that all members of staff working within our school, including middays and office staff, will be made aware of any specific arrangements /information pertinent to the pupils in their class. This might include sharing the children's All About Me Profiles or their Learning Plans.

The special educational needs co-ordinator (SENCO) will:

- Have or be undertaking the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience.
- Lead the development of SEND throughout the school.
- Work with the Executive Head Teacher/ Head of School to oversee the day-to-day provision for pupils with SEND within the school including those with education, health and care (EHC) plans.
- Work in collaboration with the class teacher to prepare and keep up to date Individual Education Plans (IEPs) using results of teacher assessments or other test results.
- Provide advice and teaching strategies to teachers and support staff.
- Liaise with parents/carers, informing them of their child's special educational needs and keeping parents/carers up to date with the special educational needs provision for their child.
- Arrange meetings or sign-post parents to external agencies including the educational psychologist (EP), Speech and Language Therapists (SALT), Child and Adolescent Mental Health Service (CAMHS), The Autism Outreach Team, The Support Service for Special Educational Needs (SSSEN), The Behaviour Support Service (BSS) or the Sensory and Physical Support Service.
- Organise in-house and external support for pupils with a SEND and monitor this support.
- Ensure pupils with a SEND have full access to the curriculum, are included in all school events and extra-curricular activities.
- Help select, train, organise and manage a team of teaching assistants.
- Undertake classroom observations to ensure differentiated teaching methods are being used.
- Track the progress of pupils with a SEND to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention.
- Maintain records of all pupils with a SEND.
- Organise annual reviews and work with outside agencies.
- Work with schools before a pupil moves onto another setting to plan and prepare for transition.
- Annually report to the Governing Body on the success and development of SEND.
- Complete official paperwork, distributing to the class teacher any relevant paperwork which may be more appropriate for them to complete.
- Make the decision, based on all available evidence, after a reasonable period of time and in agreement with the class teacher, pupil and parents/carers, that the pupil

no longer requires the intervention or that the pupil needs to move on to the next stage.

The midday supervisors will:

- Know who the pupils who have a SEND are, to ensure they have a clear understanding of how best to support them at lunchtime.
- Ensure all pupils with a SEND are fully included in the lunchtime activities, supported by TAs when and where appropriate.
- Read all risk assessments for individual pupils, where appropriate, so they are able to comply with the school's procedures.
- Read and co-operate with this policy.

The office staff will:

- Know who the pupils who have a SEND are.
- Read all risk assessments for individual pupils, where appropriate, so they are able to comply with the school's procedures.
- Read and co-operate with this policy.

The governing body will:

- Ensures that provision is made for pupils who have a SEN and that they have full access to the curriculum, as appropriate.
- Co-operate with the local authority.
- Publish the SEND information and report on the school's website and ensure it is reviewed annually.
- Ensure the SENCO is carrying out their duties as set out in this policy.
- Request the link governor meet with the SENCO twice a year and report back to the governing body.
- Have regard to the SEND Code of Practice when carrying out its duties to pupils with SEND.

The governor with responsibility for Special Educational Needs is: Mary Washbrook

The Head of School in collaboration with the Executive Head.

Has overall responsibility for the management of the policy, for the assessment and

provision for pupils who have a SEND and for keeping the governors informed. Any complaints about general or specific provision will be referred to the head of school in the first instance.

Co-ordination of SEN provision

We follow the Derbyshire Local Authority criteria for Special Educational Needs. To meet additional learning needs we use personalised learning approaches and intervention programmes including stage (not age) appropriate groupings for targeted support.

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the pupil with a SEND. We may commission specialist services directly. Such specialist services include, but are not limited to:

- Educational psychologists (EP).
- Child and Adolescent Mental Health Services (CAMHS).
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for pupils with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists).

Management, identification, assessment and review of SEND within the school

As described above, parents/carers will be kept informed of any additional or different provision being given, reflected in the pupil's IEP, All About Me profile and/or SEND plan, and they are invited to attend and contribute to the review of their child's progress. Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the pupil, their parents/carers and class teacher working in partnership for the best outcomes for the pupil.

Early identification, assessment and intervention are the key to meeting the needs of individual pupils. Strengths, as well as barriers to learning, are recognised and we endeavour to involve all pupils in the activities of the school. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum and we obtain information from parents/carers and any other records from previous schools the pupil may have attended. If further assessment is required, we use a range of formal and informal assessments to help us determine the child's strengths and weaknesses. The following assessments are utilised to help us identify and implement the appropriate strategies for the child:

- Common Exception Word (CEW) checklists.

- Age-related spelling tests.
- Little Wandle Phonic assessments.
- Boxall Profile.
- Independent, assessed work.
- Teacher assessments.
- Standardised tests.
- EYFS Development Matters assessments.
- Formative Footprints assessment for pupils who have completed their EYFS journey but are not yet working within the Y1 expectations.
- Samples of pupil's work annotated to show area of difficulty or progress.
- Salford Reading Test.

The **graduated approach** (which is a four-part cycle of 'assessment' of need, 'planning' to close the gap in the identified area of need, 'do' the plan and 'review' the outcome) adopted in school, recognises that there is a continuum of need. Through this approach we are able to review the steps taken, refine them as we gain a greater understanding of the child's needs and put in place required support to help them secure positive learning outcomes. This approach is recommended in the SEN Code of Practice and is in line with Local Authority policy. The school follows the Code of Practice process for identification and assessment of need.

WAVE 1: Quality First Teaching

Wave 1 is about what should be on offer for all pupils: the effective inclusion of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the pupil and returned to at the end of the lesson; new vocabulary will be carefully explained; lively, interactive teaching styles will be used and maximum use made of visual and kinaesthetic as well as auditory/verbal learning.

Approaches like these are the best way to reduce, from the start, the number of pupils who need extra help with their learning or behaviour.

WAVE 2: Class/School support

Wave 2 describes class strategies for personalising learning, whether this be targeted small group intervention for pupils who can be expected to 'keep-up' with their peers, effective resourcing enabling pupils to access reminders and/or prompts; a buddy system to enable further practice of key skills; small group support across different ages and phases and/or advice and support sought from external agencies.

Wave 2 intervention is for pupils who require support that is additional to or different from that provided at the Quality First Teaching stage. Therefore, the nature of this

support is personalised to the pupil requiring the support and will usually be documented in one of the following ways: a Learning Plan or an All About Me profile.

WAVE 3: Education, Health and Care Plan (EHCP) or Inclusion Panel Funding (IPF)

A small number of pupils, whose needs are complex and/or long-term, may require a greater level of support than that provided at Wave 1 or 2. It may need to be a more intensive programme, involving more individual support and/or specialist expertise. This support requires additional funding from the local authority and can take the form of an EHCP or IPF.

We will apply for an **EHCP** after discussion with parents/carers, teachers and external agencies, if we feel a pupil's barriers to learning are significantly greater than the majority of others of the same age. Or, if the pupil has a disability which prevents or hinders them from making use of the facilities which are provided for others of the same age in school. For these pupils a request will be made to the Local Authority to conduct an assessment of educational, health and care needs. This may result in an EHCP. An EHCP runs throughout the pupil's educational stage until they reach the age of 25. Parents/carers are also welcome to apply for an EHCP if they wish to do so and we will support them with this application.

Where a pupil's needs are not as evidently complex for an EHCP and are more specific and not necessarily long term, then an application for **IPF** can be made. IPF is allocated for specific interventions to support the pupil with any barriers to learning they may be experiencing. This might include pupils who are having difficulties working within the classroom or whose social and emotional needs are creating a barrier to learning or for those who are presenting a risk to themselves or others, which may put them at risk of exclusion. IPF is reviewed in partnership with parents/carers and can be applied for again if it is deemed necessary. IPF can continue with the child into secondary education.

Links with other agencies

- The school is committed to working in partnership with parents/carers whenever it is practically possible. This is a commitment to all parents, but is especially important in the case of those whose pupils are identified as having a SEND.
- Records of all pupils are sent to the receiving educational establishment for their attention.
- The SENCO always involves the relevant staff when seeking outside agency support for pupils to enable the continuity of support.
- We share information with parents/carers in informal conversations, through class communication including Tapestry, Parent Hub or email and at individual meetings.

- Parents/carers are encouraged to use the Derbyshire Information, Advice and Support Service for SEND for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents/carers, schools, the medical profession, LA's and others. This is important in enabling anyone with a SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with pupils with a SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as disability, communication and linguistic barriers.
- Pupils are warmly welcomed to all meetings about them, this may involve outside agencies, and they are encouraged to voice their views and to express their opinions and have that opinion taken into account. The views of the pupil in school are given due weight according to their age, maturity and capability.

Admission and Inclusion

As described above, all teachers in the school are teachers of pupils with a SEND. As such, The Limestone Federation adopts a 'whole school approach' to SEND which involves all staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. Inclusion is regarded as crucial to this policy, in line with that of the Local Authority.

The school operates an Equality Policy for all pupils with a SEND who are afforded the same rights as other pupil. This includes all pupils who have been identified as having a SEND.

Arrangements for the Treatment of Complaints

Complaints Procedure

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEND provision will be rare. However, should there be a complaint, the following procedure should be adopted:

1. Parents are encouraged to discuss the problem with the class teacher, together with the SENCO.
2. If the problem is not resolved, then the parents should make an appointment to discuss the problem with the head of school. If necessary, parents may complain to the Governors in writing. The complaints procedure is on the school website.
3. If the problem remains unresolved, the parents have the right to discuss their problems with a LA representative, with or without members of the school staff

present. If appropriate the Derbyshire Information, Advice and Support Service for SEND can become involved to support the parents and give advice.

<https://www.derbyshireiass.co.uk/home.aspx>

Email: ias.service@derbyshire.gov.uk

Telephone: 01629 533 668

This policy relates to and complies with the following:

Section 69 (2) of the Pupil and Families Act 2014.

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Section 6 of the SEN and Disability code of practice 0 to 25 years'