ASTON-ON-TRENT PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Local Authority Policy reviewed and approved by Governors on 21st September 2026

This policy has been impact assessed in the light of all other school policies, including the Disability Equality Scheme.

SIGNED:	PRINT NAME:	DATE:
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Special Educational Needs and Disabilities

Policy

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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new 0 to 25 SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view Derbyshire's SEND Local Offer website:

www.derbyshire.gov.uk/SEND

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 both to those families in Derbyshire that have an Education, Health and Care 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.

Mission statement

”Achieving Success for All!”

At Aston-on-Trent Primary School we believe that every child is entitled to a successful education which enables them to fulfill their potential through the enjoyment of learning.

Through our school values: Ready, Respectful, Resilient we believe in promoting our pupils' confidence and self-esteem, giving them an awareness of the wider world and the skills they will need to make their contribution in the society of the future.

1. **Aims and Objectives**

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the 0 to 25 Special Educational Needs and Disabilities Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo (Special Educational Needs & Disabilities Co-Ordinator) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Behaviour Support Service, Children and Adult Mental Health Service CAMHS.

- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice

their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams school buddies, peer mediators and mini leaders in the playground.

2. **Responsibility for the coordination of SEND provision**

The Governing Body has identified a governor to have oversight of special educational needs provision in school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Aston-on-Trent Primary School this role is undertaken by Mrs Mel Sims who will meet regularly with the SENCo, Mrs Katie Baxter. The SENCo can be contacted via the school office on 01332 799478, or via email on senco@aston-on-trent.derbyshire.sch.uk.

The Headteacher is the school's "responsible person" and together with the SENCo manages the school's special educational needs work. The Headteacher and SENCo will keep the governing body informed about the special educational needs provision made by the school.

The Headteacher and SENCo will work closely with the special educational needs Governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo will identify areas for development in special educational needs, contribute to the school's development plan and will be responsible for overseeing the provision for children with SEND.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress.

3. **Arrangements for coordinating SEND provision**

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

All staff can access:

- The Aston-on-Trent Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of 0 to 25 SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles 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.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co- ordination of the school's SEND provision.

4. **Admission arrangements**

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Pupils with special educational needs will be admitted to Aston-on-Trent Primary School in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early years and may require a provision map or SEN support.

If the school is alerted to the fact that a child may have a difficulty in learning they will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

5. **Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and disabilities. We will seek specialist SEND provision and training from SEND services where necessary.

6. **Facilities for pupils with SEND**

The school building is of modern construction. It is single storey, has wheelchair access at the main entrance and appropriate toilet facilities. The school complies with all relevant accessibility requirements. Please see the school accessibility plan for more details.

7. **Allocation of resources for pupils with SEND**

All pupils with SEND will have access to TA support up to the value of £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority.

8. **Identification of pupils needs**

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

a) When children are first admitted to the school they are assessed, any pupils who are falling significantly outside of the range of expected academic, social and emotional achievement in line with predicted performance indicators within the EYFS will be monitored.

b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND register it may still be necessary to monitor their progress closely.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They will be encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings.

i) Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so 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 refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review 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 developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve:-

a) consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required;

b) the impact on progress, development and or behaviour that is expected and;

c) a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support

with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Request for Inclusion Panel support/Referral for an Education, Health and Care Plan

If the school feels it is unable to meet the needs of the child through school resources, it may be appropriate to apply, in the first instance, for Inclusion Panel support. However if a child has lifelong or significant 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 a 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 decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.derbyshiresendlocaloffer.org.uk

or by contacting the Parent Partnership Service on 01629 533668 or via email at ias.service@derbyshire.gov.uk

a. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County

Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. 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.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In the classroom provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. **Inclusion of pupils with SEND**

The SENCo will oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.
The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the Inclusion Support, Educational Psychology and SEND Officer at Derbyshire.

Advice will be sought from the Inclusion Support Service for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

11. **Promoting British Values**

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for, and tolerance of different faiths and religious and other beliefs

At Aston-on-Trent Primary School, we actively promote these values through the implementation of this SEND policy and in the ways outlined in our "Promoting British Values" Statement.

12. **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through discussion at the progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND 0 to 25 Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

13. **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, who will be able to advise on formal procedures for complaint.

14. **In service training (Continuing Professional Development)**

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 SENCo attends relevant SEND courses and alerts staff to relevant external training opportunities.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

15. **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

16. **Working in partnerships with parents**

Aston-on-Trent Primary School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision

b) continuing social and academic progress of children with SEND

c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority DIASS service 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, Mrs Mel Sims, may be contacted at any time in relation to SEND matters.

17. **Links with other schools**

The school works in partnership with the other schools in the South Derbyshire Cluster. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

18. **Links with other agencies and voluntary organisations**

Aston-on-Trent Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Derbyshire County Council Education Psychology Service
- Inclusion Support Service
- Social Services (CAF leader also liaises)
- Speech and Language Service (Class teacher also liaises)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed annually.