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Ashover Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

(v4)

2024/25

	Date	Minute No.	Reviewed
Approved by Governors (v3)	2017		September 2019
Reviewed by & Approved (V4) By Governors			February 2021
Reviewed by & Approved By Governors		4/10/2023.13	October 2023
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Introduction

This policy works in conjunction with the Special Educational Needs (SEN) school offer. Our school endeavours to make all reasonable adjustments to our school environment and teaching practice to ensure all children can access the curriculum

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Governors: Carl Hayes

Chair of



despite any learning needs or disabilities, to provide rich and diverse learning opportunities to all pupils. Inclusion can look different for everyone and we endeavour to ensure individual children are receiving inclusivity (when appropriate) and that which enhances the child's learning, life and environment.

Classification

SEN support (Universal)

Some children may be put onto SEN support within the school- A child may only be on SEN support for a short period or they may be on for a longer period, dependent on their needs. SEN support means a child needs a little bit extra than other children within the class to fill in gaps in their learning, to boost their academic achievement, to ensure their needs are met effectively or to attempt to diminish barriers to learning. This could be in the style of extra differentiation within class, extra group sessions with a teacher or Teaching assistant or it may mean an extra opportunity using the highly- qualified and excellent special needs staff within our school. A child on SEN support or Universal support need's will be met through the usual school fund.

GRIPs (graduated response individualised plan)

Some children that in the past required a little more support than what the school usual funds could offer may have been successful at receiving some GRIP funding. This funding is honoured until the child reaches their next key stage transition (a child moves from year 2 (KS1) to year 3 (KS2) or child moves from year 6 (KS2) to secondary school (KS3.) GRIP funding is now obsolete and no more requests can be made for this.

Inclusion Funding

If a child has been on SEN support/ Universal support for a prolonged time and progress is only being made once many interventions are in place (that which are costing the school above and beyond the normal funding) a request for inclusion funding can be made. This is a lengthy document and requires evidence. This can also be applied for a child who is struggling with their Emotional and behavioural health (EBD.)

EHC plan

An Educational Health Care plan (EHCP, previously known as a statement of educational need) can be applied for through Derbyshire county council for a child

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that needs more than SEN support and whose needs look to be life- long and where a plan will help them access the curriculum. Children on a plan often have complex needs, in several areas often including health and care needs. Extensive evidence is required for this in conjunction with a possible diagnosis of need or medical evidence and/ or a series of temporary funding that has already been in place for at least a year to be evaluated.

Aims of this policy

The aims of this policy are:

- To ensure an environment that meets all the children's specific and diverse needs
- To ensure an environment that meets all the special educational needs of all SEN children
- To ensure all children's learning needs are identified, assessed, monitored and provided for
- To ensure any child on SEN support is provided with interventions and opportunities to thrive and achieve
- To ensure any child with barriers to learning where the school fund is not enough that applications for more funding through inclusion funding is achieved
- To ensure that any child who has specific learning needs, whose needs promise to be long term or life- long that EHC plan applications will be made
- To ensure that the SEN children are identified, assessed, monitored and provided for
- To ensure that both the child and the parents are involved in their or their child's learning, assessment and monitoring
- To ensure that once the child is old/ mature enough that their voice is heard and their thoughts acknowledged
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for all children's needs
- To enable all children to have full access to a full and diverse school environment
- To ensure that the school works in partnership with external agencies

Inclusion for all

We ensure throughout the school that children, despite their learning differences and needs can access the curriculum, can take part in wider opportunities and strive as a passionate and talented learner. We aim to achieve this by removing barriers to learning and participation. We create an environment where every pupil can feel they are a valued and respected member of our school community.

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Inclusion is not just about SEN children but all children, through appropriate curricular provision, we respect that children:

- Have different educational, behavioural and socio- economic needs
- Have different strengths, talents and aspirations.
- Acquire, assimilate and communicate information at different rates
- Require diverse teaching methods and approaches to learning
- Have collected different experiences

Therefore we respond by:

- Multi- sensory teaching methods
- Teachers are aware that all children learn differently and adapt their teaching accordingly
- Providing support for children with communication, language (this can be within school with members of our highly- trained excellent team or with an outside agency)
- Planning intervention programmes for English and Maths
- Develop children's understanding through the use of senses and experiences
- Helping children understand any emotional needs they may have especially children suffering from trauma or stress
- Helping children understand their behaviour needs so they can learn effectively and safely
- Adapting teaching or structuring activities to ensure English and maths difficulties do not affect other subject areas

Special Educational Needs (SEN)

All SEN means is that additional help is being provided to ensure the child can access the curriculum and take part in all opportunities the school community offers. Any child may require some additional provision at one time or another; this could be simply to close a gap in their learning or to boost their learning in an area. Sometimes children are classed as SEN support for just a term until the provision is not necessary anymore. Class teachers make day to day assessments to make decisions on how long a child needs SEN support for. The SENCO will monitor the provision during and after the intervention to ensure the child is now working on track.

A child with a learning need, where SEN support could be more long term and/ or GRIPs funding or inclusion funding or an EHC plan could be applied for are children that:

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- Have a significant greater difficulty in learning than the majority of children the same age
- Have a learning need/ disability, communication need, EBD need or health need which prevents or hinders them making use of the educational facilities that are provided for all children

If a child appears to fall into the above category, many assessments within school and sometimes with the use of outside agencies can be used to assess where the children's barriers are. When the learning needs are assessed we can begin to plan a differentiated curriculum for the child that will ensure access to the curriculum. Where children are joining us from the early education setting next door, often assessments have already been acquired and these are passed onto to provide us with a base to prepare a specialised curriculum for each child.

In the event of learning, sensory and behavioural difficulties we deploy a range of strategies that make full use of all available classroom and school resources. We have a highly- trained and excellent positive play leader (Mrs Bytheway) who offers excellent nurturing sessions which help children work through any emotional or behavioural needs in a measurable focused way.

Individual Educational Plans (IEP)

If a child remains on SEN support for long term or a child has been assessed to have a specific learning need (like dyslexia) or a child has GRIPs, inclusion fund or an EHC plan they will also have an Individual education plan (IEP.) An IEP has three short term targets that are specific to the child's learning needs. These targets are measurable so the child's progress can be monitored and the provision can be altered accordingly. An IEP will be sent home and parents will be invited in to discuss the learning targets with their class teacher and or SENCO if necessary. IEPs are reviewed termly and their progress shared with the SENCO. New IEPs will be written for the beginning of every term.

Pupil's voice

Once a child is old enough (usually year 3) or mature enough they will discuss these targets with their teacher and will choose what they think they need to work on, helped of course by their class teacher. It is very important that children make an active choice in their learning- they know how they learn best most of all. Once old enough the child is the driving force within our school to specify how they would shape their own provision. Teaching assistants and class teachers will assist all children with this.

External agencies

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Occasionally it is necessary for us to ask advice from outside agencies that are specifically qualified in areas for their help and advice on children's needs.

These agencies can include:

- Speech and language (SALT)
- Physiotherapist
- School nurse
- Occupational health
- Educational Psychologist
- Clinical psychologist

Any advice these agencies offer are implemented into the IEPs for the children.

As mentioned earlier, if the child continues to demonstrate significant cause for concern, a request for an Education Health Plan (EHC) is made to the LEA. A range of written evidence about the child will support the request. In most cases parents are asked to give evidence to go towards the case for an EHC plans. In most cases evidence needs to be extensive in order to help towards receiving an EHCP.

Class teacher role

It is the class teacher's role to ensure all children within their class can access the curriculum. That full inclusion is ensured for all children. Any learning needs that are causing a child to find it harder to access the curriculum must be identified by the class teacher and this information must be passed onto the SENCO. The class teacher and SENCO will then discuss what the learning needs are and to what extent does the child need extra support. The class teacher is then responsible for providing the necessary provision and to keep the SENCO updated on progress.

SENCO role

Our designated SENCO is Emma Crowder. It is the SENCO's role to identify the specific learning needs, to assess children, to invite outside agencies in if necessary and to find out as much about the learning needs as possible. The SENCO will then monitor the provision that is put in place to evaluate if it is having the desired effect. A child will be closely monitored by the SENCO, once they have been identified by a class teacher, even long after the intervention may have stopped to ensure gaps have been closed or barriers have been eliminated. The class teachers will keep the parents up to date on the child's progress. Parents can request a meeting with the SENCO if they are concerned about the updates or have further questions. The SENCO will evaluate the progress and decide if further action is required for individuals.

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IN OUR SCHOOL THE SENCO:

- manages the day to day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- oversees the records of all children with special educational needs
- acts as link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision and reports to head and SEN Governor
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Organises meetings if several agencies are involved with a child
- Organises annual reviews for children on EHC plans
- Updates provision mapping to identify special provision and assess its impact
- Supports the staff body (teachers, teaching assistants, leadership team, mid-day supervisors) to feel confident, knowledgeable and resourceful when helping children learn and in their day to day care/ self help skills.

THE ROLE OF THE GOVERNING BODY

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs.

The nominated Governor for SEN in this school is Mrs. Ellen Hardwick. The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

ALLOCATION OF RESOURCES

The SENCO (alongside the headteacher) is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.

ASSESSMENT

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to support an appropriate programme of support.

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The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed indicators.

The Local Inclusion Officer (Derbyshire County Council) seeks a range of advice before making an assessment of an EHC plan. The needs of the child are considered to be paramount in this.

ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that ensure success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessments are used to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that is made in the school. By breaking down the existing levels of attainment into finely graded targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though, when to maximize learning, we ask the children to work in small groups or in a one to one situation outside the classroom.

DISABILITY

The school has a positive policy for inclusion (see Inclusion Policy). The school aims to provide appropriate access to facilities for pupils with special educational needs. This includes facilities which increase or assist access to the school by pupils who have a disability.

We have a disabled toilet and access through the school to all areas.

PARTNERSHIP WITH PARENTS

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The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention.

Any concerns regarding SEN provision for their child should be discussed with the SENCO and/or the Headteacher.

PUPIL PARTICIPATION

Children are involved at an appropriate level in setting targets in their IEP's and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognize success here as we do in any other aspect of school life.

MONITORING AND EVALUATION

The SENCO monitors the movement of children with SEN in school. The SENCO provides the staff and SEN Governor with reviews of the impact of the policy on the practice of the school as appropriate.

The SENCO and the Headteacher review the work of the school in this area.

The Governing Body reviews this policy regularly and considers any amendments in light of the review findings.

Written by: Sharon Hallsworth January 2003

Reviewed by: Margaret Bown June 2009

Reviewed by : Margaret Bown November 2010

Reviewed and updated by: Emma Crowder December 2014

Reviewed by Emma Crowder- 2015

Reviewed by Emma Crowder September 2017

Reviewed by Emma Crowder September 2019

Reviewed by Emma Crowder February 2021

Reviewed by Emma Crowder October 2021

Reviewed by Emma Crowder September 2022

Reviewed by Emma Crowder September 2023

Reviewed by Sue Myhill September 2024

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