



Special Educational Needs and Inclusion Policy 2026

Approved by Governors	Date:
Due for Review:	Date: March 2027

To be read in conjunction with the Special Educational Needs
Information Report
in compliance with
Statutory Instrument : Special Educational Needs (Information)
Regulations (Clause 65)
And Special Educational Needs and Disability Code of Practice (2014)

SPECIAL EDUCATIONAL NEEDS POLICY OF TINTWISTLE C.E.(A) PRIMARY SCHOOL

Purpose

At Tintwistle Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.

‘Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area ‘.

The definition of disability – A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (DDA 1995)

The areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences
Sensory and/or physical	<p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress, we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided,

initially, through additional support funded from the devolved school's budget.

Aims and objectives of this policy

The aims of our special educational needs policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

Admissions

No pupil will be refused admission to school based on their Special Educational Need or Disability. In line with the SEN and Disability Act we will not discriminate against disabled children and will ensure all reasonable steps are taken to provide effective educational provision in line with Derbyshire County Council’s admissions policy. In response to identified need, a range of support is provided across school; this support is detailed in the school’s Provision Map. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Management of additional needs at Tintwistle Primary School

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENDCO), Jodie Vitti but the whole staff and governing body are responsible for making provision for pupils with special educational needs.

We focus on delivering high quality teaching, enabling all learners to achieve in the classroom through differentiation, adjustments and appropriate support where needed. Learners with SEND are fully included in school life.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL remain responsible for working with SEND pupils daily and for planning their provision in consultation with the pupil’s family. Staff are aware of their responsibilities towards pupils with SEND, whether pupils have a diagnosis or an Education, Health Care Plan (EHCP). A positive and sensitive attitude is always shown towards pupils and their families.

Teaching Assistants (TAs) often play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is based on identified need. TAs are deployed in the Early Years Foundation Stage to support early identification and to enable intervention to take place. In other classes TAs are deployed to run intervention groups, support children within classroom situations and to run special programmes as deemed necessary by the Headteacher and/or the SENDCO or as identified in an individual child's support plan.

The SENDCO, Mrs Jodie Vitti is responsible for reporting regularly to the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The SENDCO, Mrs Jodie Vitti also has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Headteacher, Mr Mike Mulhall is also the Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The Headteacher, Mr Mike Mulhall is also the Ethnic Minority Achievement co-ordinator

Identification and Assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements, including the following:

- Parental concerns about pupils
- A pupil's own concerns
- Teacher and Teaching Assistant concerns regarding academic progress
- Pupil tracking data
- Behaviour records
- Medical information about pupils with physical needs
- Evidence from specific assessments carried out
- Information from previous settings or previous schools
- Information from other agencies

If this evidence suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCO to decide whether additional and / or different provision is necessary. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

Pupils who have disabilities and/or medical conditions, but no special needs will be recorded on the school's medical register. These children will still receive the necessary interventions to meet their specialised requirements.

Procedures for working with pupils with SEND

Children with an identified barrier to learning may receive a personalised learning plan. This individualised support consists of a four-part process. To support the child, staff will follow the following procedure:

The Graduated Response

1. **Assess:** Assessment and information about a child indicate that the child requires SEND support.
2. **Plan:** Teacher (in consultation with pupil, parents and often the SENDCO) identifies and agrees objectives for the pupil to work on to overcome barriers to learning in identified areas of need.
3. **Do:** Teachers ensure that programmes of work are delivered to the child to address the objectives outlined in the pupil's learning plan. It is expected that such interventions will usually last for a school term.
4. **Review:** At the end of each term, progress towards each of the child's objectives will be reviewed. New plans will be prepared to improve the pupil's progress further.

Provision Map

All children who are receiving provision which is additional to or different from their peers will be part of the school's provision map. The term's provision map will detail:

- Planned outcomes for the term for each intervention
- Details of the provision/interventions to be put in place
- Success and/or exit criteria when the interventions are reviewed at the end of each term

The Provision Map will be reviewed each term, but children may be moved on or off at any time, according to their needs. Through the provision map, the SENDCO can monitor the efficacy of interventions across school and make adaptations as required.

Additional support

If the graduated response shows that a pupil is making insufficient progress despite significant support and intervention, further advice and support from outside professionals may be sought. Some children with Special Educational Needs and/or Disabilities may also require additional funding to support their provision in school. The SENDCO can apply for Inclusion funding, or, for children with more complex needs, an Education, Health and Care Plan (EHCP). In such cases, the SENDCO will make a referral to the Local Authority to request conducts an EHC Needs Assessment. Full information is available via the Derbyshire Local Offer: <https://www.localoffer.derbyshire.gov.uk/home.aspx>

For a child to be referred for any additional funding, the following criteria must be met:

- The pupil must be working at a level well below (at least 2 years) age related expectations
- School must already be providing support for the individual child to a value of £6,000 from the school's budget.

An annual review for pupils who have an EHCP or Inclusion funding will be held, during which their progress and the support outlined in their EHCP or Inclusion plan will be reviewed. The report of this review meeting will also be sent to the Local Education Authority.

Inclusion of pupils with English as an additional language (EAL)

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English.

- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENDCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the

school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school:
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - liaising with the child's social worker to ensure that there is always effective communication
 - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Transitions

When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow

January 2026

appropriate options to be considered. The SENDCO will liaise with the SENDCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- | | |
|-------------------------------|--------------------------------------------------------------------------------|
| • Physical talents | sports, games, skilled, dexterity |
| • Visual/performing abilities | dance, movement, drama |
| • Mechanical ingenuity | construction, object assembly (and disassembly), systematic, working solutions |
| • Outstanding leadership | organiser, outstanding team leader, sound judgements |
| • Social awareness | sensitivity, empathy, |
| • Creativity | artistic, musical, linguistic |

The aims of our school make specific reference to teaching and learning that considers the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

External support services

External specialist support services play an important part in helping the school to adapt provision and improve outcomes for children. Support services include:

- **Inclusion Support Advisory Teacher (ISAT)**: advises on whole school inclusion, training and specialist pathways.
- Educational Psychology
- Family support worker
- **Specialist advisory teaching services** for children with sensory impairment or physical difficulties.
- **Speech and language therapists**
- Other agencies such as **CAMHS** and **medical teams**
-

Extra-curricular opportunities

At Tintwistle, we offer a range of extracurricular opportunities which are available to all pupils. Where reasonable adjustments are required to enable inclusion at such opportunities, the lead adult will liaise with the SENDCo to ensure accessibility and inclusion. No child will be excluded from extracurricular provision due to their special educational needs.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014

This policy will be reviewed annually by the governing body and was last updated

27/02/26