Special Educational Needs
and
Disabilities Policy



## Policy Reviewed: September 2023

**Next Policy Review**: September 2024

##  This will be reviewed by the Governing Body and agreed by staff

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| **Review date** | **By whom** | **Summary of changes made** | **Date implemented** | **Date ratified** |
| 2.3.21 | CM | No changes needed – policy to be reviewed March 2022 | March 2021 |  |
| 7.2.22 | CM, TD | Addition of: ‘Accessing the attainment of SEND pupils’ (p9-10)‘Part-Time Timetables’ (p10) and Appendix A (p12)‘Storing and Managing Information’ updated (p10) | February 2022 |  |
| 30.09.23 | KW, TD | **New Policy written**  | September 2023 |  |

**This policy has been ratified and signed by the Headteacher/Chair of Governors**

## This policy will be reviewed annually.



 **Our Aims**

At Alvaston Infant and Nursery School, we are exceptionally proud of all of our children and value the abilities and achievements of all pupils. We understand that all children are unique and are committed to providing each pupil with the best possible learning environment for them to maximise their full potential.

We are an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We treat all pupils fairly and with respect, and aim to provide access and opportunities for all pupils without discrimination. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

**The SEND aims of our school**

* To ensure that all pupils have access to a broad and balanced curriculum.
* To provide a differentiated curriculum appropriate to the individual’s needs and

 ability.

* To ensure early identification of SEND provision.
* To ensure SEND pupils take full advantage of all opportunities as much as possible.
* To ensure that parents/carers of SEND pupils are kept fully informed of their child’s progress

 and attainment and are engaged in their child’s learning.

* To create an environment where pupils can contribute to their own learning and

 feel safe and listened to.

* To work in close partnership with specialists to better understand and meet needs.
* To closely monitor progress as part of the ‘Plan, do and Review’ cycle to enable us to recognise, celebrate and record achievements.
* To use a variety of teaching strategies which consider different learning styles to

 facilitate meaningful and effective learning for all children.

* To ensure access to a range of resources and training to support staff in their teaching

 of children with SEND and to achieve a level of staff expertise to meet individual

 needs.

The aims of Alvaston Infant and Nursery School are guided by the Special Educational Needs and Disability, Code of Practice 0-25 and link with those values derived from the local Education Authority.

**Definitions of Special Educational Needs taken from section 20 of the**

**Children and Families Act 2014**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

**A child has learning difficulties if he or she:**

* Has a significantly greater difficulty in learning than the majority of children of the

 same age.

* Has a disability which prevents or hinders the child from making use of educational

facilities of a kind provided for children of the same age in other schools within the Local Authority.

**Special education provision means:**

* Educational provision which is additional to, or different from, the educational

provision made generally for children of the same age in maintained schools (other than special schools) in the area.

* Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

Alvaston Infant and Nursery School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs. We will ensure that parents/carers are notified when SEND provision is being made for their child and involve and engage parents/carers throughout their child’s school journey at Alvaston.

**The Four Areas of Need**

The Special Educational Needs, Code of Practice (July 2014) outlines four broad areas of need a child could have difficulties in.

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| **Communication and Interaction** | **Cognition and Learning** | **Social, Mental and Emotional Health** | **Sensory and/or Physical Needs** |
| This includes children with speech and language delay, impairments or disorders, including Autism.  | This includes children who demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia. | This includes children who may be:* displaying attachment needs;
* withdrawn or isolated;
* displaying disruptive or disturbing behaviour;
* hyperactive; or lack concentration.

These behaviours may reflect underlying mental health difficulties. | This includes children with sensory, multi-sensory and physical difficulties, such as visual or hearing impairment. |

Children make progress at different rates and have different ways in which they learn
best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress, or having particular difficulties in one or more areas,
may be given extra human or physical support or different lessons to help them succeed.

**Admission Arrangements**

Alvaston Infant and Nursery School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the amended Education Act 1996 (Section 316), if a parent/carer wishes their child with an Education Health Care Plan to be educated within a mainstream setting, then the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

 **Inclusion**

This policy builds on our School Inclusion Policy and links to our Accessibility Policy, which recognises the entitlement of all pupils to a balanced, broad curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND and that all reasonable steps are taken to be as inclusive as possible.

**Allocation of Resources**

The SENDCo, SLT and Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget constraints. The budget is regularly reviewed and the school ensures all money for SEND pupils is allocated accordingly.
 **Identification**

At Alvaston Infant and Nursery School, all staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum, and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

 **Early Identification**

Early identification of pupils with SEND is a priority. The school will use

both formal and informal screening and assessment tools to track children’s progress carefully through the use of:

* Evidence-based teacher observations and assessments
* Evidence from the Reception Baseline Assessment (RBA) and ‘Birth to Five Matters’, alongside the school’s assessment procedures
* National Curriculum subjects judged against assessment requirements
* Pupil progress in relation to the National Curriculum objectives in English and
Maths
* Specific assessment tools such as, Speech Link and Talk and Sort to inform judgements
* Specialist support may be sought to further understand a child’s needs in a particular area through the use of observations, assessments and reports from Speech and Language Therapists, Educational Psychologists, Health Visitors, Specialist Teacher, Community paediatricians, for instance.

**SEND Monitoring**

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.

**The Graduated Response**

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a Graduated Response to meeting pupils’ needs.

 **Quality First Teaching**

The class teacher will take steps to further differentiate the learning to better support the pupil. This may require an adjustment in the style of teaching and provision the teacher offers such as, the level of visual or verbal support, tasks broken down for instance.

* The SENDCo will be informed and consulted and will provide any further support and advice needed.
* Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
* The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

**Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

* Narrows the attainment gap between pupil and peers
* Prevents the attainment gap widening
* Is equivalent to that of peers starting from the same baseline but less than the majority of peers
* Equals or improves upon the pupil’s previous rate of progress
* Ensures full curricular access
* Shows an improvement in self-help and social or personal skills
* Shows improvements in the pupil’s behaviour

 **SEND Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally
identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. A flowchart detailing the SEND support process is attached (please see Appendix 2).

There are two levels of SEND support; **Targeted Support** and **Specialist Support**.

Targeted support is initiated when a child or young person has received Quality First Teaching (QFT) but has not made expected progress and requires additional support in school. The adaptations and additions that are made as part of targeted support are internal to the school. If targeted support is not sufficient to meet the child or young person’s needs, they will require specialist support involving external agencies.

**All levels of support consist of a four-part process.**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables identification of those interventions which are most effective in supporting the child to achieve good levels of progress and outcomes. At Alvaston, we complete this cycle at least three times a year (termly), and more if needed.

Looked After Children who are identified with SEND will follow the procedure and Social Care and Foster Carers will be invited to all meetings.

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| **Assess** This involves clearly analysing the child’s need 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 the parents/carers. Advice from external support services and staff will be sought if appropriate, with the agreement of the parents/carers. | **Plan** Planning will involve consultation between the teacher, SENDCo and parents/carers. All SEND pupils will have a Personalised Learning Plan (PLP). This will contain information on short term (S.M.A.R.T.) outcomes for learning, teaching strategies, provision and strategies used to meet targets and review of progress termly.Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. |
| **Review** 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 parents/carers which will be recorded on the review sheet where applicable (see appendix 2). The class teacher, in conjunction with the SENDCo, will revise the support outcomes based on the pupil’s progress and make any necessary amendments in consultation with parents/carers and pupils. A review document will be completed by class teachers during the review and shared with parents/carers (see appendix 2). | **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 to plan and assess the impact of support and interventions, and ensure links with classroom teaching. The SENDCo will support with further assessment of the pupil’s strengths and areas of need. |

**Request for an Education, Health Care Needs Assessment**

If a child has lifelong or significant difficulties they may undergo an Education,
Health, Care Needs Assessment which may be requested by the school, parent/carer, health or social care. This will occur where the complexity of need, or lack of clarity around the need of the child, are such that a multi-agency approach to assessing that need, to planning the 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. Parents and Carers do have the right to request an EHC Assessment without the school.

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

* Parents/Carers
* Teachers
* SENDCo
* Specialist Teachers
* Educational Psychologists
* Social Care
* Speech and language therapists
* Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health and Care Panel.

Further information about EHC Plans can be found via the Derby City Website

<https://schoolsportal.derby.gov.uk/sen/ehcp-team/> (for schools)

<https://derbysendiass.org.uk/> (for parents/carers)

**Education, Health and Care Plans**

Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child’s needs are not being met at the universal support level. The school and the child’s parents/carers (Social Care) will be involved in developing and producing the plan.

If the panel decide not to go ahead with an EHC Assessment, parents and schools have the right to appeal.

Parents/Carers (Social Care) 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.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed annually by staff, parents/carers, professionals external to the school, representatives from the Local Authority 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 the levels of support. A flowchart detailing the EHCP process is attached (Please see Appendix 1).

**SEND provision**On entry to the school each child’s attainment will be assessed. This will help to inform the school of a child’s aptitudes, abilities, and attainments. The records provided help the school to design appropriate differentiated learning programmes.

For pupils with identified SEND, the SENDCo/Class teacher will use the records to:

* Identify gaps in learning and plan/set targets accordingly.
* Assess learning difficulties/barriers to learning.
* Identify the need for support or provision within the class.
* Provide starting points for an appropriate curriculum.
* Ensure on-going observations and assessments take place.
* Provide regular feedback on achievements, experiences.
* Involve parents in a joint home-school learning approach.

Provision Maps provide an overview of the Graduated Response available across the school at Alvaston Infant and Nursery School.

Our approach begins with what children can do opposed to what children can’t do. We aim to celebrate all achievements through the Graduated Response and build on children’s strengths and skills – always noticing the small steps of progress made.

 **English as an Additional Language**

Pupils with English as an additional language should not be seen as having SEND needs.
Proficiency in English will be carefully tracked and additional support put in place. Teachers will work closely with pupils to identify whether progress, attainment or outcomes are impacted by their command of English or from a special educational need.

**The Role of the SENDCo**

The SENDCo plays a crucial role in the school’s SEN provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

* Overseeing the day-to-day operation of the school’s SEN policy.
* Supporting the identification of children with special educational needs.
* Co-ordinating provision for children with SEN.
* Working closely with teachers, teaching assistants and mid-day supervisors to
ensure all children are understood and provision is in place across school
* Liaising with parents of children with SEN.
* Supporting with the Assess, Plan, Do and Review Cycle.
* Referring and liaising with other providers, outside agencies, educational psychologists and external specialist agencies.
* Ensuring that the school keeps the records of all pupils with SEN up-to-date.
Planning and co-ordinating EHC requests and reviews and ensuring all paperwork is completed in time.
* Disseminating good practice, identifying training and contributing to professional development.

For effective co-ordination staff must be aware of:

* The roles of the participants.
* The procedures to be followed.
* The responsibility all teachers have in making provision for SEND pupils.
* The commitment required by staff to keep the SENDCo well informed about pupils’ progress.
* Mechanisms that exist to allow teachers access to information about SEND pupils.

Additionally, parents and carers must be given clear guidance to the means by which they can contribute to provision and how they can provide additional information when and if required.

**The Role of the Governing Body**

The Governing Body’s responsibilities to pupils with SEND include:

* Ensuring that provision of a high standard is made for SEND pupils.
* Ensuring that SEND pupils are fully involved in school activities.
* Having regard to the Code of Practice when carrying out these responsibilities.
* Being fully involved in developing and subsequently reviewing SEND policy.

**The Role the** **Class Teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher whose responsibilities include:

* Being aware of the school’s procedures for the identification and assessment of

SEND pupils, and subsequent provision.

* Collaborating with the SENDCo to decide the action required to assist the pupil to progress.
* Working with the SENDCo to collect all available information on the pupil.
* In collaboration with the SENDCo, develop suitable targets for SEND pupils. The extent of the SENDCo’s involvement is at the discretion of the school.
* Working with SEND pupils on a daily basis to deliver their individual programmes.
* Developing constructive relationships with parents.
* Being involved in the development of the school’s SEND policy.

**The Role of the Head Teacher**

The Head Teacher’s responsibilities include:

* The day-to-day management of all aspects of the school including the SEND provision.
* Keeping the Governing Body well informed about SEND within the school.
* Working closely with the SENDCo/SEND team.
* Informing parents of the fact that SEND provision has been made for their child.
* Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child’s education

**SEND Staff Training**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Training can be delivered within school to all staff or specific
classes/adults where necessary. All staff members are trained within an area of Special Needs at least termly with additional training events planned throughout the year.

Staff training can be informed by, for example, any changes or new needs identified, staff questionnaires and staff audits, observations and assessments. Staff also have the opportunity to request training in specific areas which is taken into account when planning professional development opportunities for the year.

Staff ‘Drop-in’ Sessions are held termly which target specific interventions and strategies to use, such as Colourful Semantics, Attention Autism and Zones of Regulation. Where necessary, external agencies are invited into school to deliver specific training to staff with the most recent event being a whole school INSET day planned linked to the changing needs of the school.

We ensure training is up-to-date and relevant to staff and to the needs of the children at Alvaston Infant and Nursery School.

**Partnership with Parents/Carers**

Alvaston Infant and Nursery School firmly believes in developing a strong partnership with

Parents and carers and that this will enable children and young people with SEND to

achieve their full potential. The school recognises that parents and carers have a unique

overview of the child’s needs and that this gives them a key role in the partnership.

We do so by:

* Keeping parents and carers informed and giving support during assessment and
any related decision-making process about SEND provision.
* Working effectively with all other agencies supporting children and their parents

and carers.

* Giving parents and carers opportunities to play an active and valued role in their child’s education.
* Making parents and carers feel welcome.
* Providing opportunities for networking (coffee mornings) and training
* Ensuring all parents and carers have appropriate communication aids and access arrangements.
* Providing all information in an accessible way.
* Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
* Instilling confidence that the school will listen and act appropriately.
* Focusing on the child’s strengths as well as areas of additional need.
* Giving parents and carers opportunities to discuss ways in which they and the school can help their child.
* Agreeing targets for the child.
* Making parents and carers aware of the Derby Educational Needs and Disability, Information, Advise and Support Service (SENDIASS) at:

Email: SENDIASS@derby.gov.uk

Website: <http://derbysendiass.org.uk>

# Part-time Timetables

As a school, we adhere to the Derby City Council ‘Part-Time Timetable Protocol’
(Please see Appendix 3).

 **Storing and Managing Information**

Documents relating to pupils on the SEND list will be stored in a locked cabinet. Electronic versions of documents are stored on school laptop, which requires a password. SEND records will be passed on to a child’s next setting when he or she leaves the school**.

Accessibility**

Alvaston Infant and Nursery School has prepared an Accessibility Audit and Plan for disabled pupils in order to:

* Increase the extent to which disabled pupils can participate in the curriculum.
* Increase the physical accessibility of school premises for disabled children.
* Improve the delivery of information, which would usually be provided in writing to disabled children, where this is not appropriate.

Where parents/carers want a child with a significant disability or Special Educational Need to be educated at Alvaston Infant and Nursery School, every effort will be made, in partnership with the Local Authority, to take all reasonable steps and make all reasonable adjustments to meet the parent’s and carer’s wishes.

**Evaluating the Success of our SEN Policy**

The SEN Governor will meet twice a year with the SENDCo. The Governor will report annually on the success of the policy against the specific objectives which are given under ‘The SEND Aims of the School’ at the beginning of this policy.

Staff will be asked to complete a questionnaire annually to evaluate their knowledge of SEND and any further training requirements.

Pupil progress will provide evidence for the success of the SEND Policy and this will be analysed carefully through:

* Consideration of each pupil’s success in meeting targets when reviewed.
* Use of standardised tests – EYFS Pupil Profiles/baseline assessments, Phonic Screening Tests, Reading Tests
* School tracking systems.
* Pupil voice and observations.
* Discussions with parents/questionnaire

In addition, the school will publish an annual SEND Information Report which can be viewed on the school website which details the key SEND Information Report.

**Complaints Procedure**

Our school has a complaints policy. If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate.
If you feel your complaint has not been resolved, please make an appointment with a member of the Senior Leadership Team. If you are still not satisfied, please see our complaints policy which can be found on the school website: <http://www.alvastoni.derby.sch.uk>

The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents and carers if required.

**Links with External Agencies and Organisations**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils. Derby City Councils Local Offer webpage is a good source of support and information about services locally that can be very helpful to families it will signpost you to other useful agencies and services: <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

* Educational psychologists
* Medical officers
* Speech and Language therapists
* Physiotherapists
* Occupational therapists
* School Nurse
* Health Team

**STePS Team**

* Hearing Impaired Services
* Visual Impaired Services
* Disabled Children’s Services
* ASD Specialist teachers

In addition, links are in place with the following organisations:

* The Local Authority
* Education Welfare Officer
* Social Services
* SENDCos in other Derby schools

**SEND Policy Review**

We aim for Alvaston Infant and Nursery School to be a place where young children with special educational needs and disabilities will feel safe, healthy and happy, and have the opportunities to reach their full potential. It is important to all staff that children feel fulfilled and are able to make a positive contribution to the life of our school.

This policy will be reviewed with the Governing Body annually to ensure a thorough review of both policy and practice, as identified in the School Improvement Plan, to ensure that we are achieving and developing our aims at all times.

Appendix 1

**Flowchart to show the
Education, Health & Care Plan Process**



Appendix 2

**Flowchart to show progression of SEND**



**Appendix 3**

**DERBY CITY PART-TIME TIMETABLE PROTOCOL**

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| LOCAL AUTHORITY POSITION STATEMENT  |
| Derby City Council remains committed to every child’s right to a full-time education offer and makes clear the requirement that **a Part-time timetable can only be implemented in exceptional circumstances.** These terms of reference are in place to ensure all stakeholders are committed to:* identifying a good practice approach for all maintained Derby schools, academies and alternative provision settings (referred to as “schools”), in the appropriate use of Part-time timetables which will protect both pupil and school
* assisting schools in ensuring that no pupil is excluded illegally through the imposition of a Part-time timetable
* securing a more consistent approach because the use of a Part-time timetable for an extended period of time, or in cases where issues have not been addressed, can have a serious impact upon the ability of a future school to try and increase access to education.

**In line with these goals, the LA requires:*** an assessment of need having taken place to ensure that it will benefit the pupil
* a risk assessment covering the full length of the Part-time timetable being in place
* signed consent from a parent\carer
* signature of Headteacher
* for pupils with an EHCP, an interim or early Annual Review having been called, inviting the pupil’s Derby City Council EHCP Officer
* the presence of the Virtual School at any meeting where the intervention will be discussed for a child looked after to Derby City Council and their full agreement
* a supporting Individual Healthcare Plan for pupils with medical needs
* schools being able to still evidence educational progress for the pupil

SCOPEThis guidance* Applies to pupils of compulsory school age and to children in Foundation Stage Two (Reception) when a parent wants their child to access their full-time educational entitlement (see School Readiness section)
* Applies to all maintained Derby schools, academies and alternative provision settings (referred to as “schools”
* Acknowledges the need for a range of people and services to be involved in the planning and implementation of a Part-time timetable (where relevant), including **but not limited to**; pupil, parent/carer/s, school representative/s, parent/family representatives, Social Care, Virtual School, Education Welfare, Health, Educational Psychology, Youth Offending Team and **requires** opinions and information from these are taken in to account at the Implementation Meeting (via attendance or up to date written communication)

THE LAWAll children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have and schools have a statutory duty to provide full time education for all pupils. The Local Authority has a statutory duty to secure a full-time education, appropriate to their needs, for all pupils deemed fit for school.  **What is 'full time’ education?** All pupils should receive full time education commensurate with their key stage as set out in DfE Guidance, namely:* 21 hours at Key stage 1
* 23.5 hours at Key Stage 2
* 24 hours at Key Stage 3
* 24 hours at Key Stage 4 (Year 10)
* 25 hours at Key Stage 4 (Year 11)

Every day a school is open is divided into 2 sessions where the register must be taken at the start of the school day and again in the afternoon.Maintained schools must be open to students for no less than 380 sessions (190 days) per year. Academies can set their own school year.**School Readiness**Children ordinarily start school in the September following their 4th birthday.  However, it is acknowledged that parents can choose to defer their child’s start to the beginning of the term following the 5th birthday.  It is common practice for schools to stagger admission during the early part of the Autumn term to support all children in adjusting to school life, this process is not regarded as a Part-time timetable.  The admissions process may begin with shorter days e.g. mornings for a commonly agreed period, quickly building to full-time attendance. A school may determine that for a small minority of children who are not ‘school ready’, an extended integration programme is appropriate to support their emotional and developmental needs.   In this circumstance, the child would be regarded as being in receipt of a Part-time timetable and an appropriate plan must be agreed in partnership with parents and signed consent recorded.  DEPARTMENT FOR EDUCATIONThe DfE states that there are no regulations that govern Part-time timetables as all school age children are entitled to a full-time education.In the currentSchool Attendance guidance, the DfE state that **in very exceptional circumstances** there may be a need for a temporary Part-time timetable to meet a pupil’s individual needs. A Part-time timetable must not be treated as a long-term solution and any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time and be agreed with the pupil’s parents/carers. **EXCEPTIONAL CIRCUMSTANCES*** Health/ Medical

Where full-time education would not be in the best interests of a particular child/young person because of reasons relating to their physical or mental health, LAs should provide part-time education on a basis they consider to be in the child/young person’s best interests. Full and part-time education should still aim to achieve good academic attainment particularly in English, Mathematics and Science. (Responsibility for education for children who cannot attend school because of health needs remains with the school. When planning re-integration to school, there should be an agreement on how to assess when the child/young person is ready to return and the school should provide or commission a package of support to assist re-integration.) **“ENSURING A GOOD EDUCATION FOR CHILDREN WHO CANNOT ATTEND SCHOOL BECAUSE OF HEALTH NEEDS POLICY” – Derby City Council*** Significant SEMH

Where a child has significant Social, Emotional and Mental Health needs (including short or long-term trauma and mental health issues which require a low stimulus and/or time-limited intervention for a period of time) for which all appropriate referrals have already been made and available resources have been accessed* SEND

Where the child or young person has an EHCP and following review it has been established by all involved parties, that the setting cannot meet need and that ongoing full-time attendance would be damaging to the wellbeing of the young person or incompatible with the efficient education of others in the setting. In such circumstances a Part-time timetable may only be considered whilst a new placement is being sought.* Children not “school-ready”

(See above section “School Readiness”) |
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PRIOR TO IMPLEMENTATION OF A PART-TIME TIMETABLE

VULNERABLE GROUPS

* In the case of a child with an EHCP, an interim or early annual review having been called, inviting the relevant Derby City Council EHCP Officer, for pupils with an EHCP.
* The presence of the Virtual School at any meeting where the intervention will be discussed for a child looked after to Derby City Council and their full agreement.
* A supporting Individual Healthcare Plan for pupils with medical needs.
* For Children in Care the Virtual Headteacher **must** be consulted and agree to the arrangements.
* For Children with an Education Health and Care Plan (EHCP), the SEND Team Manager **must** be consulted and agree to the arrangements.
* Children on Child Protection Plan and Child in Need Plan are very vulnerable and may be placed at greater risk if placed on a part-time timetable. Therefore, a part-time timetable should only be implemented in the most **exceptional** circumstances when all other interventions have been tried. In these cases, the child’s social worker **must be** consulted and their agreement secured.

GENERAL PRINCIPLES

* Any proposal to use a part-time timetable **must** be discussed with the parent/carer before the arrangements start
* The LA’s Education Welfare Service must be consulted and invited to attend the Implementation Meeting.
* A parent/carer must be informed of the school’s intent to consider a Part-time Timetable **prior** to attending an Implementation Meeting and **must consent** (and not be coerced) to a part-time timetable by signing an agreement form during the meeting. The agreement form must make explicit that they are consenting to a part-time timetable; that they are taking responsibility for the pupil when they are not in school and that they are guaranteeing that the pupil will be supervised off site
* The timetable should be for a limited period. The suggested **maximum** length of a part-time timetable is half a term
* Any part-time timetable arrangements must be **regularly reviewed**
* A school has explored all other options for providing support to enable a pupil to attend on a full- time basis including consideration through the Team Around the Child/ Early Help process

A risk assessment must be carried out prior to implementation of the arrangement, which must address:

* an assessment of the safety and well-being of the child
* where the child will be at each part of every school day and by whom they will be supervised
* any Child in Need/Child Protection concerns
* the risk of the pupil engaging in criminal activity (Youth Offending Team should be consulted in the case of known offenders)
* the risk of substance misuse, child sexual exploitation or other such issue, while not in receipt of education during the school day.

IMPLEMENTATION MEETING

Professionals/Support Services must/should have been consulted for their views prior to the meeting, or be invited to attend, along with parent/carer and their chosen representative/s. All views should be represented.

A **Risk Assessment must** be completed.

Discussion should focus on:

* what support will be put in place to enable the pupil to attend school on a full-time basis as soon as possible
* how work will be provided to the pupil whilst they are not on the school site (pupils should be provided with differentiated work to complete at home during the period of their Part-time timetable. Schools should ensure that it is marked in line with the school marking and feedback policy, to reduce the impact of the temporary provision and Part-time access to teachers)
* how progress will be monitored and reported
* how the pupil’s safety will be assured when they are not on the school site
* **a time limit by which point the pupil is expected to attend full-time**, with appropriate targets to gradually increase attendance during the period agreed. This should not exceed 6 school weeks at the maximum.

MONITORING AND REVIEW

* The support plan should be reviewed and agreed by a member of the senior staff **and** signed by the Headteacher. Copies should be given/sent to all attendees
* The designated member of staff should coordinate the review in consultation with parents, pupils and other agencies.
* The designated member of staff should be responsible for internally reviewing the programme of support offered fortnightly, checking progress against incremental increases in attendance and recording outcomes and amendments.
* The designated member of staff should complete the webform Notification of a Part-time Timetable and Reintegration Plan found on the Schools Information Portal and upload the Risk Assessment
* If it becomes apparent during the period the arrangements are in place that progress is not being made a review meeting should be convened to determine what further support needs to be provided or action taken
* Those involved in the network can and should raise any concerns **before** the next Review date if necessary

This protocol, along with RTP Proforma and Risk Assessment grid can be found on the Schools Information Portal.