

Old Dalby Church of England Primary School



SEN Policy

Written by: Jayne Scott and the Senior Management Team

Review frequency: - annually

Reviewed: April 2017

INTRODUCTION

The Old Dalby C of E Primary School Special Educational Needs policy has been revised in line with the Children and Families Act 2014 and the revised Special Educational Needs and Disability (SEND) Code of Practice for 0 to 25 (2014)

As stated in the revised SEND Code Of Practice (2014) 'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'

At Old Dalby we aim to achieve this by providing a broad and balanced curriculum for all of our pupils, including those with special educational needs and disabilities. We are committed to maximum inclusion of all pupils in all areas of the curriculum commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources. The following structures, procedures and systems support these aims.

The person with responsibility for SEND coordination at Old Dalby C of E Primary School is Jayne Scott. Jayne is a member of the Senior Leadership Team and is currently undertaking the National Award for SEN Coordination (to be completed in August 2016)

Jayne can be contacted on the school phone number 01664 822455

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she;-

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream post-16 institutions

For children aged two or more, special educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream ;post-16 institutions or by relevant early year providers. For a child under two years of age, special educational provision means educational provision of any kind.

SEND Code of Practice 0-25, September 2014 Definition of Special Educational Needs and Disability (SEND)

ADMISSION ARRANGEMENTS

Old Dalby C of E Primary School has an agreed admissions policy for its admission arrangements, As an academy, we are fully inclusive and admit pupils with Special Educational Needs (SEN) on an equal basis with other pupils. Old Dalby C of E Primary School does not refuse admission to pupils within the catchment area with Special Educational Needs, who do not have an SEN statement, or discriminate against out of catchment pupils on the basis of their Special Educational Needs. For pupils with SEN statements, the governors will consult with the LA in determining admission and have regard to parental preference.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

It is the school's policy to:

- Provide high quality differentiated teaching for all pupils
- Identify children's SEN as early as possible and to consult with parents/carers regularly
- Have high expectations for all of our pupils including children with a SEN
- Maintain good communications with all preschools and schools so that information about a child's Special Educational Needs can be efficiently shared.
- To facilitate the involvement of pupils and parents when planning provision for a child with SEN.

There are four broad areas that give an overview of the range of needs that might be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all areas and their needs may change over time. At Old Dalby C of E Primary School we consider the whole child when identifying the child's or young person's needs.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may experience problems understanding language or have difficulty communicating with others. Children and young people with an Autism Spectrum disorder are likely to have particular difficulties with social interaction.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD) affect one or more specific aspects of learning and includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues. Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder are likely to experience difficulties with social, emotional and mental health.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. Children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

IT IS THE SCHOOL'S POLICY TO FOLLOW A GRADUATED APPROACH TOWARDS ACTION AND INTERVENTION TO HELP CHILDREN WITH SEN AS SET OUT IN THE SEND CODE OF PRACTICE (2014)

1. Monitoring children's progress – Observations and assessments are made of all children to ensure that adequate progress is being made. These are shared with parents/carers (and children, where appropriate). All class teachers provide high quality teaching, differentiate work and vary teaching styles to meet the needs of the pupils. Not all children will progress at the same rate but this does not necessarily mean that a child requires extra intervention. Any initial concerns are discussed with parents and the SEN co-ordinator (SENCO) if further advice is needed.

If a class teacher identifies that a pupil is making less than expected progress despite quality first teaching, the class teacher (with the support of the SENCO and in consultation with parents) will devise short term provision and/or interventions. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Provision will follow the cycle of **Assess, Plan, Do, Review**. Records will be kept of the support given and the progress made towards outcomes on our provision maps. Support will be reviewed termly in consultation with the parents/carers and child. The support will be adapted or replaced depending on how effective it has been in achieving agreed outcomes. If expected progress is not achieved an initial concerns form will be completed by the class teacher to record their concerns and to share these with parents. Children will only be identified as SEND and placed on the SEND register if they make less than expected progress despite, high quality, personalised and differentiated teaching, and adjustments to classroom provision and/or interventions.

3. Special Educational Needs (SEN) support – Where a child's attainment and/or progress are significantly below national expectations in spite of the provision made by all class teachers, they may need special educational needs provision with specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist). The SENCO and class teacher, in consultation with parents, may decide to ask for help from external services if there is still little or no progress in spite of an individualised programme. External experts may support children or provide advice to the school about how to support them.

The child will also be involved wherever possible. The SENCO will work closely with class teachers and monitor the action taken.

4. Requesting an Education, Health and Care Assessment – In exceptional circumstances, where a child demonstrates significant SEN, complex health care and/or significant social care needs, the school or parents may request the LEA to carry out an Education, Health and Care Needs assessment. The Local Authority will examine evidence from the school and outside agencies to decide whether this is necessary and inform parents of their decision within 6 weeks. Once all of the advice for the assessment has been received, the LEA will decide whether to draw up an EHC plan to determine a child's educational and health care provision. Children with an Education, Health and Care Plan will continue to have detailed provision which are regularly reviewed by all involved with the child. Once a year there is an Annual Review where all involved meet to discuss the child's progress towards meeting the objectives in the Education, Health and Care Plan, the level of provision needed and to set targets for the child to achieve over the next year.

ORGANISATION OF SUPPORT

Every effort will be made to achieve maximum inclusion of pupils with their peers, whilst meeting individual needs. Children will usually be taught in their own classes except where it may be inappropriate for meeting the pupils' needs. Class teachers will provide learning opportunities for all children and provide materials appropriate to pupil's interests and abilities to allow full access to the National Curriculum.

These structures and systems are in place:

- Inclusion of pupils in Literacy and Numeracy lessons using flexible groupings and reference to previous learning objectives and LEA support materials to provide differentiated work.
- Pupils with EHC plans to receive in-class support and out of class work in small groups or 1:1 as appropriate.
- Pupils may be withdrawn for focus sessions during the week.
- Classroom support is carefully allocated to increase curriculum access and pupil achievement.
- Opportunities to work in a variety of groups, both ability groups and mixed ability.
- Peer tutoring as appropriate.
- Paired reading as appropriate.
- A range of clubs/leisure activities available to all children.
- An equal opportunities policy.
- Clear guidelines on behaviour following the principles of Assertive Discipline.
- A whole school approach to inclusion.
- Nuture group for children experiencing social and personal issues
- Worry slips that can be shared confidentially with a member of staff
- Anti bullying awareness and activities to support this

PARENTAL AND PUPIL INVOLVEMENT

The school values highly and responds positively to parents' views. We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. Parents will be informed about their child's learning and encouraged to participate fully in their child's education at all times. Where parents or carers have a concern about the progress of their child they should raise the matter with their child's class teacher who will inform the SENCO.

Children will also be encouraged to take an active part in setting targets and working towards these. Special Needs support will be reviewed regularly and the views of parents and pupils will be invited.

Parents are actively encouraged to attend reviews. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff and the pupil's parents.

LINKS WITH OTHER SCHOOLS

SEN support will include planning and preparation for the transitions between phases of education. To support transition, the school will share information with the school or setting the child or young person is moving to. We will agree with parents and pupils the information to be shared as part of this planning process. Children are invited to visit us for induction in the term before they start school and agencies will be contacted at this point if necessary. Secondary school representatives will be contacted to discuss any year 6 pupils referring and children will be encouraged to make additional visits if necessary.

The school will liaise with special schools when appropriate.

STAFFING

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

CONTINUING PROFESSIONAL DEVELOPMENT

Regular staff meeting times will be allocated for the discussion of SEN issues and in-service training.

Staff development will be included in the school development plan as appropriate and based on the needs of individual pupils. Meetings and discussions will also take place on a day to day basis as the need arises.

Staff who attend courses will feedback to staff to share their knowledge and understanding during staff meetings. The effectiveness of professional development will be monitored and evaluated by the Head Teacher. The SEN CPD of staff at Old Dalby C of E Primary School will be included in our Local Offer and updated regularly.

All staff will be made aware of their responsibilities towards pupils with Special Educational Needs or disabilities.

EXTERNAL SUPPORT

The school will consult outside agencies when the need arises for example; the named medical officer and school nurse of the District Health Authority, Social Services Department and Education Welfare Service, Educational Psychology Service, Advice and Inspection, Specialist Teaching Service, Hearing impairment, Speech and Language difficulties, Visual impairment, the SEN Early Years Inclusion Team, Student Support Service, Special Educational Needs Assessment Service, Speech Therapy, Autism Outreach.

GOVERNORS

School leaders will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- The kinds of SEN that are provided for
- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- Arrangements for consulting parents of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and reviews
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood

outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

The School Governor for SEN Provision is Tress Fowkes

RESOURCES

The notional SEN allocation of the school's delegated budget is determined by the number of children in need of support. This allocation supports Special Educational Needs resources deployment to ensure access to the curriculum and therefore take account of individual need.

Resources are regularly updated to include:

- A wide range of books, materials and tasks to suit pupils of differing abilities, learning styles and interests.
- A range of information technology facilities
- Intervention materials.
- Games and resources that can be photocopied.
- Wheelchair access via ramps into one classroom (class 1) from outside.

COMPLAINTS PROCEDURE

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher in the first instance. If this proves unsuccessful the matter should be referred to the SENCo or Head Teacher. Should the matter still be unresolved the parents/carers should contact the Chair of Governors. If the complaint remains unresolved the Local Authority should be informed.