



# **Special Educational Needs and Disability Policy**

## **in line with the SEND Code of Practice 0-25 (2014)**

**Special Educational Needs Coordinator (SENCO) –**

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**‘The Dunnington family working together to achieve our best’**

### Our Mission Statement

At Dunnington, it is our aim to give each child a better understanding of themselves and the world in which they live, by helping them to acquire skills and knowledge to enable them to use language and numbers effectively.

From within the Christian context of our school, we aim to instil respect for religious and moral values, so that pupils may have their own spiritual journey of faith as well as be tolerant of other races, religions and ways of life.

We aim to help pupils develop lively and enquiring minds, to develop physical skills and creativity so that they are able to appreciate human achievements and aspirations and to strive for consistent improvement in their own work.

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**COMPLIANCE:**

This policy complies with the information that is required in Schedule 1, Regulation 51 of the Special Educational Needs and Disability Regulations 2014. 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
- Schools SEN Information Report Regulations (2014)
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010: advice for schools DfE Feb 2013
- Education Bill 2011
- Children and Families Act 2014

This policy was created by the school’s SENCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

## 1 INTRODUCTION

- 1.1. This policy refers to children and young people with special educational needs (SEN) and disabilities including why and how Dunnington C of E (VA) Primary School works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important pupils.
- 1.2. We are a school of 105 pupils located in a rural area of South Warwickshire. We have 1% of our pupils who have a registered entitlement to free school meals and approximately 10% of our pupils are recorded as having SEN Support.
- 1.3. The pupils who receive SEN Support have a range of difficulties. Pupils with SEN and/or disabilities admitted to Dunnington C of E (VA) Primary School could have difficulties with one or more of:
- Cognition and learning
  - Communication and interaction
  - Social, emotional or mental health
  - Sensory and/or physical
- 1.4. The SENCo aims to establish close working relationships between pupils, staff, parents, carers and outside agencies so that pupils can be helped in a fully supportive environment.
- 1.5. Our approach to special needs aims to ensure that the most accurate assessment of the child's special educational needs is made and the most appropriate form of provision is identified.

*"Every teacher is a teacher of every child or young person including those with SEN"*

## 2 AIMS

2.1 The aims of this policy are:

- To ensure that Dunnington C of E (VA) Primary School complies with and implements effectively the requirements of the Children and Families Act 2014, the Equality Act 2010, the SEN and Disability Regulations 2014, the SEND Code of Practice 2014 and any other statutory guidance.
- To ensure that every pupil with special educational needs and/or disabilities has the maximum opportunity to make progress so that they:
  - Achieve their best
  - Become confident individuals
  - Make a successful transition into different stages of their life

Our objectives for SEND are:

- To raise the aspirations of and expectations for all pupils with SEN, school provides a focus on outcomes for children and young people and not just hours of provision/support;
- To identify and provide for pupils who have special educational needs and additional needs;
- To involve parents/carers and pupils in developing a partnership support, enabling them to have full confidence in the strategies adopted by the school;
- To ensure that all children with extra educational needs are identified and assessed as early as possible;
- To work within the guidance provided in the SEND Code of Practice 0-25, 2014;
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs;
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy;
- To provide support and advice for all staff working with pupils with special educational needs.

### **3 IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

3.1 Children’s needs will be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Follow up of parental concerns
- Tracking individual children’s progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all learners which clearly identifies pupils receiving additional SEN Support from the school’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.

- Undertaking, when necessary, a more in depth assessment of individual needs - this may include the use of a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

3.2 The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

#### **4 A GRADUATED APPROACH TO SEN SUPPORT**

4.1 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

4.2 Quality First Teaching (QFT) is provided for all of our pupils. Differentiating QFT is the first step in responding to pupils who have or may have SEN. In some cases, additional short term intervention, outside of the classroom, is also provided to support pupils.

4.3 Regular meetings with staff ensure that we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. The SENCo, along with the teaching staff create class provision maps to ensure additional support is being provided. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

4.4 The SENCo and the teacher consider of all the information gathered from within the school about the pupil's progress, alongside national data and expected progress. This includes high quality and accurate formative assessment, using effective tools and early assessment.

4.5 For higher levels of need, the SENCo draws on more specialised assessments from external agencies and professionals.

4.6 There are different stages for helping children with special educational needs depending on each child's needs. If your child is doing well he/she may not need to go to the next stage. The stages are:

- SEN Support, possibly with external specialists supporting the educational setting;
- Assessment;
- EHC Plan;

## 5 MANAGING PUPILS ON THE SPECIAL NEEDS REGISTER

- 5.1 See appendix (1) for a detailed description of roles and responsibilities.
- 5.2 Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body; the school's Headteacher, SENCo and all other members of staff have important responsibilities.
- 5.3 At Dunnington, the SENCo is responsible for managing and updating the SEN Support register along with support from the headteacher and class teachers. This register is reviewed at the end of each term after IEP review meetings and pupil progress meetings have taken place.

## 6 CRITERIA FOR EXITING THE SEN REGISTER/RECORD

- 6.1 Evidence of sustained progress as measured by teacher assessment, SENCo analysis and formal assessments.
- 6.2 Evidence from reports and assessments from external agencies.

## 7 SUPPORTING PUPILS AND FAMILIES

### *Involvement of Pupils*

7.1 At Dunnington C of E (VA) Primary School we recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them, what they need to do to achieve them
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets using their Individual Education Plan.

### *Involvement of Parents and Carers*

7.2 At Dunnington C of E (VA) Primary School we seek to work in partnership with parents and carers. We see this as vital if pupils are to get the support and encouragement they need to make good progress. Such support is particularly important for children with special educational needs.

7.3 Working effectively with all other agencies supporting children and their parents.

- 7.4 Giving parents and carers opportunities to play an active and valued role in their child's education.
- 7.5 Making parents and carers feel welcome.
- 7.6 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.
- 7.7 Instilling confidence that the school will listen to concerns and act appropriately.
- 7.8 Focusing on and celebrating the child's strengths as well as areas of additional need.
- 7.9 Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- 7.10 Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring of progress against these targets.
- 7.11 Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- 7.12 Making parents and carers aware of the Parent Partnership services.
- 7.13 Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## **8 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- 8.1 Dunnington recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- 8.2 Some pupils may have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- 8.3 Dunnington will make reasonable adjustments to meet individual needs:
  - We will liaise closely with medical practitioners.
  - Regular involvement of the school nurse in decision making processes.

- Staff undergo appropriate training to ensure the best possible support is provided.

## 9 MONITORING AND EVALUATION OF SEND

9.1 The following success criteria are seen as indicators that the school's SEND policy is functioning effectively when monitoring and evaluating the effectiveness of our provision:

9.2 All children with SEND:

- Are identified at an early stage and provided with the appropriate provision
- Receive classroom observation by the SENCo and/or Headteacher
- Have appropriate differentiated work
- Undergo assessment of progress made in intervention groups
- Will make appropriate progress against individual targets
- Receive informal feedback from staff
- Have interviews when setting new targets or reviewing existing targets
- Have progressed tracked using assessment data (whole-school process)
- Have their attendance records monitored
- Regular meetings about pupils' progress with class teachers, parents and carers, SENCo and headteacher
- Headteacher's report to parents/carers and Governors
- Are being appropriately included into the school and receiving the provision they need
- Parents and carers see the value in the SEND policy and are working with the children to achieve it.

9.3 In addition the governing body will monitor the work of the SENCo through:

- Considering headteacher reports that reflect the activities of the SENCo and any other current issues;
- Consider reports from the SENCo;
- Having regular discussions between the SEN governor and the SENCo;

- Invite the SENCo to attend meetings at regular intervals to report in person.

## 10 TRAINING AND RESOURCES

- 10.1 In order to maintain and develop the quality of teaching and provisions staff training needs are identified and appropriate CPD opportunities are taken up.
- 10.2 All teachers and support staff undertake induction of taking up a post and this includes meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- 10.3 Regular audits of specialised resources are undertaken and gaps in provision are addressed.
- 10.4 The school's SENCo regularly attends the LAs SENCo network and cluster meetings in order to keep up to date with the local and national updates in SEND.

### SEN Funding

## 11 STORING AND MANAGING INFORMATION

- 11.1 Each class teacher has a class folder that contains copies of information including letters, reports and assessments from support services as well as IEPs for each child receiving SEN Support. Master copies are also kept in the pupil's individual SEN folder, which can be accessed by staff at any time.
- 11.2 IEPs have a space for reviewing progress against targets.
- 11.3 The SENCo, with the support assistance of class teachers and SEN assistant, is responsible for keeping the SEN Support Register up to date and for ensuring the confidentiality of the information on the register.
- 11.4 The SENCo will update the SEN record keeping file termly.
- 11.5 The SENCo will liaise with pre-school groups to obtain records on pupils entering the school with SEND. The SENCo will obtain any health/medical records necessary to fully integrate a pupil into school.
- 11.6 Pupils in Year 6 who are receiving SEN Support will have their SEN records forwarded to the SENCo at their new Secondary School.

## **12 ACCESS ARRANGEMENTS**

12.1 Pupils with SEN and/or disabilities do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEN and adjustments are made for disabled pupils.

12.2 The SENCo helps pupils access the national curriculum by:

- Providing support in lessons;
- Offering provision in the afternoons;
- Helping staff develop differentiated tasks/activities;
- Providing staff with alternative and appropriate teaching strategies and approaches;
- Ensuring staff attend regular CPD sessions on current SEND topics (linked to pupil difficulties within our school)

## **14 DEALING WITH COMPLAINTS**

14.1 Complaints regarding any aspects of SEND are best handled by those people working most directly with the child. Therefore, parents should always discuss their concerns with the class teacher initially.

14.2 If the parents and the class teacher are not able to come to a satisfactory understanding, then the parents should be encouraged to talk to the SENCo.

14.3 In the event of agreement and understanding still not being reached then the parents should talk over their complaint with the headteacher.

14.4 If it proves difficult to resolve the complaint in any of these ways, then a formal complaint should be made in writing to the clerk of the Governors. The final arbiter on matters of school SEND policy will be the Governing Body.

14.5 Under the new Code of Practice 0-25 (2014), Parents of children who are receiving SEN Support may appeal against the decision made by the LEA through an independent body called the SEN Tribunal. A leaflet produced by the DFEE outlining the procedures to follow for making an appeal can be made available to parents who may feel they are such a position.

## 15 BULLYING

See our policy on 'Bullying' for more information.

## 16 PARTNERSHIP WITH EXTERNAL SUPPORT SERVICES

16.1 Close links are maintained with support services in order to ensure that the school make appropriate provision for children with SEND.

16.2 Where it is necessary to contact outside agencies the SENCo will make the necessary arrangements and discuss with the parents and carers accordingly.

16.3 These agencies normally include the Local Education Team including the Educational Psychologist (EP), Speech and Language Therapy (SALT), Integrated Disability Service (IDS), Occupational Therapy (OT) School Nurse and Round Oak Specialist Support.

16.4 Support services are involved in the implementation of the school's SEND policy in the following ways:

- Advising staff in schools as to the most appropriate strategies for supporting a child's learning;
- Liaising with the SENCo, class teacher, parents and carers, other agencies as appropriate;
- Providing INSET;
- Monitoring and evaluating provision with the SENCo or class teacher;
- Attending review meetings as appropriate.

16.5 Initial referral to support services takes place after a review meeting. It is expected that parents will have been involved in discussions about their child's needs from the outset. Seeking parental consent is essential when referring a child to an external agency. Most support services require that a referral form is filled in, drawing on information from SEN and class records. IEPs and school programmes of support are needed as evidence.

16.6 Where pre-school agencies alert the school to particular needs of a child, the support and advice of those who have been working with the child already are drawn on to inform support programmes. These agencies are encouraged to continue liaising with the school during the child's early days.

16.7 Information about the involvement of external agencies is recorded in date order within the pupil's individual SEN files. Dates of meetings and outcomes are recorded; where necessary telephone calls are logged and other information is recorded. This information is held by and monitored by the Headteacher, SENCo and SEN assistants.

## 17 THE ROLE OF PARENTS OF CHILDREN WITH SEN

17.1 Dunnington C of E (VA) Primary School will ensure that parents and pupils are involved in decisions about what SEN provision should be made. Dunnington C of E (VA) recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support progress and learning. The views of the children and their parents will be heard and incorporated into the planning to meet their needs.

17.2 The aim is to have a productive partnership with parents-

- The SENCo ensures that parents are kept informed of the work carried out with and support provided for their child and copies of IEPs are sent home.
- Parents are encouraged to contact the SENCo or class teacher if there are concerns they wish to discuss.
- Parents are invited to contribute to review processes.
- All contact with the parents is recorded.

## 18 REVIEW

Policy Review Date:	<b>July 2015</b>	
Chair of Governors:	Stuart Slaughter	_____
SEN Governor:	Aileen Hathaway	_____
Headteacher:	Paul Johnson	_____
SENCo:	Hannah Thomas	_____

## Appendices

### **1. Roles of Responsibilities**

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo). The SENCo is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**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. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

#### **Governing Body**

- Monitoring
- Questionnaire data provided for SENCo and Headteacher
- Approving allocation of funds
- Staffing level – to ensure support available

#### **Headteacher**

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunities to learn.
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo).
- The headteacher will be informed of the progress of all learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
  - pupil progress meetings with individual teachers
  - regular meetings with the SENCO

- discussions with pupils and parents

### SENCo

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEN, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school

managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).

- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners,

### **Class Teachers**

Liaising with the SENCo to agree :

- which pupils in the class are vulnerable learners.
- which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans).
- securing good provision and good outcomes for all groups of vulnerable learners.

### **Teaching Assistants**

Liaising with the SENCo and class teachers to:

- preparing materials, equipment and lessons.
- assessing the individual learning needs of pupils.
- evaluating and reporting pupils' progress to teachers, carers, healthcare professionals and anybody else who helps them.
- assisting with the personal care needs of pupils.
- promoting positive behaviour.
- liaising with parents, carers and other professionals who work with the pupil.
- supervising activities such as trips locally.