

## DALE COMMUNITY PRIMARY SCHOOL

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

#### **Introduction**

At Dale Primary School we value the abilities and achievements of all our pupils and we are committed to providing, for each pupil, the best possible learning environment. We aim to provide a caring, calm, co-operative and safe environment for all our children.

#### **Inclusion Statement**

We endeavour to make every effort to achieve maximum inclusion of all children whilst meeting each child's individual needs.

#### **Aims**

The aim of the school's SEND policy is to ensure that those children having special needs have those needs addressed and gain the fullest possible access to the National Curriculum.

#### **Objectives**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum and differentiated provision appropriate to the individual's needs and abilities
- To ensure the identification of all children requiring SEND provision as early as possible in their school career
- To attain high levels of satisfaction and participation from a child's parent and carers
- To share a common vision and understanding with all stakeholders
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet a child's needs
- To create an environment where children can contribute to their own learning and participate in wider learning opportunities and to ensure that SEND pupils take as full a part as possible in all school activities
- To ensure, when appropriate and possible, that SEND pupils are involved in the decision making process.

#### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act (2010), we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority). The Governors will carefully consider requests for placement to ensure that we can meet the needs of individuals.

#### **Accessibility**

The school building is on 2 floors. The upstairs floor is inaccessible to wheelchair users. Access can be gained from the ground floor. The school will assess any pupil using a wheelchair, or with a medical condition limiting movement, to enable them to be accommodated on the ground floor. The building has toilet facilities suitable for wheelchair users.

#### **Management of SEND within School**

The governing body is responsible for:

- Publishing information about SEND pupils annually to their parents
- Participating in a regular cycle of monitoring and review

- Considering and reporting on the effectiveness of the school's work on behalf of pupils with SEND
- Participating in policy reviews
- Identifying a SEND Governor who liaises with the Inclusion Manager each term and updates the governing body on matters relating to SEND
- Ensuring that the Inclusion Manager informs and updates staff regularly regarding pupils with Statements / Education Health Care Plans.

The leadership team is responsible for:

- The day to day responsibility for all aspects of the school, including SEND
- Liaising with the Inclusion Manager in the day to day running and strategic development of SEND throughout the school
- Supporting the governing body and ensuring the governing body are fully informed regarding SEND.

The Head Teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the Inclusion Manager.

The Inclusion Manager has Qualified Teacher Status and additional qualifications relating to the education of children with Special Educational Needs including the nationally accredited SENCO qualification.

In line with the revised recommendation in the SEND Code of Practice (2014) the Inclusion Manager is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Working with the leadership team and governing body in the strategic development of the SEND provision and policy
- Liaising with and advising other members of staff
- Coordinating provision for children with SEND and recording on the school provision map
- Liaising with parents of children with SEND
- Liaising with external agencies including the LA's STePS team, health and social services and voluntary bodies
- Ensuring that systems are in place for early identification of pupils with SEND
- Updating and analysing the SEND list
- Keeping up to date records for each child on the SEND list
- Monitoring progress
- Contributing to the Continuing Professional Development of staff.

All teachers are teachers of children with special educational needs. Teaching Assistants (TAs) play a major role in the support of children with SEND. The rationale for the deployment of TAs is considered carefully by the leadership team in consultation with the Inclusion Manager and is responsive to specific needs of individual and groups of children.

The teaching and non-teaching staff are responsible for:

- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Supporting pupils on the SEND list in meeting academic and social targets
- Day to day liaison with parents of children with SEND
- Keeping the Inclusion Manager informed about progress and concerns
- Keeping themselves informed of current developments in SEND and acquiring the skills necessary to work with SEND pupils.

## **Identification and Assessment**

We accept the principle that children's needs should be identified and met as early as possible. We use our best endeavours to secure special educational provision for children for whom this is required in any of the four areas of need as outlined in The SEND Code of Practice (2014). The four areas are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory / physical.

The Inclusion Manager works closely with the school assessment coordinator using whole school tracking data as an early identification indicator. Any child identified as below age related expectations is closely monitored.

Additional screening and assessment of all children is undertaken on entry to school. All children's understanding of language is assessed using standardised Language Link assessments.

We use a number of additional indicators of special educational needs:

- Analysis of Early Years Foundation Stage data including 'Developmental Matters' levels (Birth – Five)
- The use of Derby City SEND criteria
- Teacher observations
- Parental information / concerns
- Tracking individual child progress over time
- Information from previous schools
- Information from other services.

For some children a more in-depth individual assessment may be undertaken by the school, this may include:

- Speech Link / Language Link assessment
- Dyscalculia Assessment (Emerson and Babbie)
- Dyslexia Early Screening Test
- Renfrew Language Scales
- Thrive Class and Individual Screenings
- Detailed observation.

We use the P Levels in accordance with QCA guidance to monitor the progress of children working below National Curriculum Levels. The P Levels are integrated into our whole school assessment systems and are used alongside PIVATS to support a more in-depth assessment and target setting process.

## **Code of Practice and Graduated Response**

The school pays due regard to the SEND Code of Practice (2014) which advocates a graduated response to meeting children's needs. If a child is identified as requiring SEND support, the school will inform parents and intervene using targeted support as part of an assess, plan, do, review process.

Where more specialist support is required the school will seek parental consent to involve additional services such as a Speech and Language Therapist, Educational Psychologist or Specialist teacher. Any specialist advice received by the school will be reflected on the child's individual SEND inclusion record.

## **Education, Health and Care Plans**

A child with lifelong or significant SEND may undergo a multi-agency assessment at the request of schools, parents or outside agencies. If it is decided that the child's needs cannot be met from support that is ordinarily available in schools, then an Education

Health and Care (EHC) Plan will be provided by Derby City Council. The school and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the EHC Plan if it differs from their preferred choice.

The EHC Plan will include details of objectives for the child which are used to develop targets that are:

- Matched to the longer-term objectives set in the EHC Plan
- Established through parental/child consultation
- Set out in a SEN Support Target Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

### **Reviews of Education Health Care Plans**

Once the EHC Plan has been completed and agreed it will be kept as part of the child's formal records and reviewed at least annually. Any child with a current Statement of SEND will keep this until their conversion process takes place during the 2015-16 academic year when they will be replaced with an EHC.

The School Inclusion Manager will organise annual reviews and invite:

- The child's parents / carers
- The child if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the Inclusion Manager considers appropriate.

The aim of the annual review will be to:

- Assess the child's progress in relation to the objectives on the EHC Plan
- Review the provision made to meet the child's need as identified in the EHC Plan
- Consider the appropriateness of the existing EHC Plan in relation to the child's performance during the year and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year.

At Key Stage Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents / carers the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice (2014), the Inclusion Manager will complete the annual review forms and send it, along with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

### **Curriculum Access and Provision**

All children are entitled to a broad, balanced and relevant curriculum. We aim to provide every child with access to the curriculum so that they can achieve their full potential. We use a graduated response to meet the needs of children with SEND. Children with SEND will be taught in mainstream classes. The teacher, teaching assistants and support staff within our school work on specific targets as outlined in a child's MEP (Multi-Element Plan) or PEP (Personal Education Plan, for Looked After Children).

### **Quality First Teaching**

In order to meet the learning needs of all children teachers will take steps to differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where children are identified as having SEND, the school provides for these

additional needs in a variety of ways. The provision for children is related specifically to their needs.

The range of provision includes:

- Adaptations to the environment to increase access and engagement in learning
- In-class support for small groups with a Teaching Assistant (TA)
- Small group withdrawal with TA / Inclusion Officer
- Individual class support / individual withdrawal
- Further differentiation of resources
- Study buddies / peer support
- Wave 3 interventions e.g. 'Learn to Read', 'Read It, Write It', 'Precision Teaching'
- Provision of alternative learning materials / special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Access to Specialist Teaching and Educational Psychology Service (STePS) or other support services for advice on strategies, equipment, or staff training.

### **Monitoring Child Progress**

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

- Narrows the attainment gap between child and peers
- Prevents the attainment gap widening
- Equals or improves upon the child's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the child's behaviour and emotional skills.

### **Record Keeping**

The school will record the steps taken to meet children's individual needs. The Inclusion Manager will maintain the records and ensure access to them. In addition to the usual school records, the child's SEND file and Inclusion record will include:

- Information from parents / carers
- Information on progress and behavior
- Child's own perceptions of difficulties
- Information from health / social services
- Information from other agencies.

### **SEND Target Plans**

All children with EHC Plans or identified with SEND requiring input from outside agencies will have MEPs clearly setting out targets and any provision made that is additional to and different from usual classroom provision.

The MEP will concentrate on three or four individual targets that closely match the child's needs. Parents / carers will be invited to be involved in the target setting and review process.

For all other children on the SEND list the Inclusion record and Provision Map will contain information on:

- Teaching strategies
- Provision made
- Interventions made
- Child view
- Parent / carer view
- The outcomes recorded at review.

The SEND Inclusion record and Provision Map will record only that which is different from or additional to the normal differentiated curriculum.

## **Reviewing**

SEND MEPs will be reviewed three times during the academic year during November, February and May. Teachers are responsible for reviewing SEND MEPs and inviting parents / carers to be part of the review process. This process will be monitored by the Inclusion Manager.

The Inclusion Manager will coordinate and attend review meetings at the request of teachers, parents or outside agencies. Where children's needs are more complex and require specialist support the Inclusion Manager will automatically coordinate review meetings. There will be an annual review for pupils identified as having SEND supported by outside agencies held during the Summer Term.

## **Partnership with Parents / Carers**

At Dale we actively encourage parents and carers to be involved in their children's education. The school recognises that parents / carers have a unique overview of their child's needs and how best to support them. Parents / carers will be involved in all stages of the SEND procedure, beginning when initial concerns are expressed. The school's SEND procedure has a built-in process to involve parents / carers in the SEND process, e.g. consultation and review meetings, partnership learning programmes and home-school contracts.

Parents / carers who are concerned about any issues regarding their child should first contact their child's class teacher or an Inclusion Officer. The Inclusion Manager may then be asked to become involved to organise assessment and additional provision where necessary.

We aim to develop a partnership with parents 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
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- 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
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Inviting parents to SEND information sessions in school.

The School website contains details of the SEND policy and the School's SEND Information Report.

The Local Offer made by Derby City Council enables parents / cares to have an overview of the SEND provision and facilities available at Dale Community Primary School.

## **Complaints**

If a parent / carer feels their concerns have not been resolved then they may follow the

school's complaints procedure outlined in the school prospectus. If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

### **Involvement of Children**

We recognise that all children have the right to have their voice heard and be involved in making decisions and exercising choice (SEND Code of Practice, 2014). Where appropriate all children are involved in monitoring and reviewing their progress. We endeavour to fully involve all children 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
- Self-review their progress and set new targets.

### **Links with Education Support Services**

We aim to maintain useful contact with support services. For children requiring specialist support any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Specialist Teaching and Psychology Service (STePS)
- Educational Welfare Service.

The Inclusion Manager will maintain links with SENCOs through the SEND network meetings.

### **Links with Other Services**

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service.

### **Transition Arrangements**

If a child transfers between schools a full SEND record is transferred with them. Wherever possible, the Inclusion Manager will make sure the receiving school is aware of the child's needs and of any outside agencies involved with the child. Where children transfer to secondary school, liaison is arranged between the Inclusion Manager, class teacher and receiving secondary school as part of the normal transfer arrangements.

The Inclusion Manager will also help parents / carers to arrange visits to special schools and schools with special enhanced resource units.

This policy should be read in conjunction with the Dale Primary School policies for Behaviour and Discipline and Teaching and Learning and the Accessibility and Equality and Diversity Plans.

### **Review of the SEND Policy**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Anthony Adams  
Chair of Governors

July 2015