

Shaftesbury CE VC Primary School



Special Educational Needs and Disability Policy

SEND Policy

September 2016

Adopted November 2016

Review date November 2017

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head Teacher, Mr Paul Lavis has overall responsibility for Special Educational Needs and Disability in Shaftesbury CE VC Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Jane Frost, jane.frost@sat.education This person is a member of the leadership team.

The person co-ordinating the day to day SEND provision for children / young people at Shaftesbury Primary School is: Jane Frost, jane.frost@sat.education

The Governor with oversight of the arrangements for SEN and disability is: Lesley Cook lesleybrucecook@aol.com

This policy is a working document being developed in conjunction with Governors, Parents and Teachers at the school.

Mission statement for Special Educational Needs and Disability at Shaftesbury CE VC Primary School

At Shaftesbury Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

From the new Code of Practice:

A child or young person has SEN 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;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (Special Educational needs Code of Practice July 2014).

The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To involve parents and pupils in the process of plan do and review to meet the pupil's needs.
- To ensure that students with special educational needs and disabilities have the opportunity to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

AIMS AND OBJECTIVES

Shaftesbury CE VC Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies to help them support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Shaftesbury CE VC Primary School arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

Jane Frost holds the accredited SENCO qualification (Exeter University, 2011) and is also the Designated Teacher for Looked After Children (LAC) and the Designated Safeguarding Leader in the school. Paul Lavis (Head Teacher), Lisa Heenan (Deputy Head Teacher) and Sally Yates (Learning Mentor) are the Deputy Designated Safeguarding Leaders. Lisa Heenan, Sally Yates and Jane Frost work together on the Pastoral Support Team and monitor and report progress of:

- Children with Special Educational Needs
- Children in receipt of pupil premium
- Children with medical conditions or physical disabilities
- Looked After Children
- Children who are receiving support through a CAF from Family Support Services
- Children who are receiving support through social care as “Child in Need”
- Children who are the subject of Child Protection Plans

All teachers are teachers of children with Special Educational Needs and class teachers have ultimate responsibility for meeting the needs of the children in their class with the support of the SENCO and leadership team.

ADMISSION ARRANGEMENTS

Shaftesbury CE VC Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Shaftesbury CE VC Primary School makes appropriate, reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Shaftesbury CE VC Primary School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority’s website. <https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=B6p88HQAVxs>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and

Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Shaftesbury CE VC Primary School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Monitoring academic progress in lessons and over time, despite effective differentiation and in class intervention
- Observations of behaviour
- Observations in social interactions
- Discussion with parents
- Discussion with pupils
- Discussion with colleagues

Learning needs are managed either by using 'SEN support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met at the school support level.

Our teachers are responsible and accountable for the development and progress of the children in their class, including where pupils access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress it is likely that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made.

A child on the SEN register will have a Provision Map including specific intended outcomes which is monitored every term. The whole plan is completely redrafted in the Autumn term. The first plan will be drafted either at this meeting or when the child is put on register. This plan will then be reviewed and updated at parents' evenings in the Spring and Summer term. The parents' evenings will always involve the class teacher, parents and pupil, and the SENCO will be involved if significant further intervention is required for example, referral to Occupational Therapy or to the Educational Psychologist.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

These may include;

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and / or a disability, Shaftesbury CE VC Primary School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

In the Autumn term at the first parents' evening, the new class teacher and SENCO will review progress over the previous year, review interventions and ensure all appropriate support and intervention is in place. It is the class teacher's responsibility to ensure interventions are put in place and consult with parents if they change an intervention before the next review meeting. Out of class interventions are limited to 2 per child in Key Stage 1 and 3 per child in Key Stage 2 to ensure needs are mostly met through quality first teaching and appropriate differentiation. At this meeting a review document and new plan is formulated and committed to by all parties. Any referrals to outside agencies such as Speech and Language or Occupational Therapy are completed by the class teacher or SENCO. Any outstanding referrals to these agencies are followed up and progress tracked.

In the Spring term there are parents' evenings, when parents and their children meet with the class teacher to discuss progress. This will be the first review of the Provision Map. New targets will be set and interventions changed appropriately. Where expected progress has still not been met, an intervention may be changed to ensure that support is appropriate and effective. In more complex cases the SENCO will also be involved in these meetings to ensure the appropriate interventions and agencies are involved. These meetings will be recorded on the existing Provision Maps and copied to the SENCO.

In the Summer term class teachers will arrange final meetings with parents of children on the SEN register to review progress over the year and ensure appropriate interventions are in place for the new academic year. If a child has been on an intervention for two cycles and the expected progress has not been made, then appropriate referrals and changes to support may be made. These meetings will be recorded on the existing Provision Maps and copied to the SENCO.

In addition to these three main review points, teachers will remain in contact with parents to discuss progress and referrals as they happen. Teachers will approach the SENCO for advice and strategies as needed.

If through this regular review process, it becomes apparent that the needs of the child are not being met, evidence will be collected and an application will be made to Dorset County Council SEN Support for an Education, Health and Care Plan. Evidence for this may include: reports from external agencies, e.g. Educational Psychologist, Community Paediatrician, Occupational Therapist etc. We will also be required to provide a timetable of the interventions which are already in place and how they are monitored and effective for other children. Minutes and notes from any meetings will also be forwarded where they support the argument that the child requires additional resources or specialist interventions to support their learning. Parents will be signposted to Parent Support Services to support them through the process.

More information can be found on the Family Information page of the Dorset for you website: <http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/localoffer.page>

In cases where a child's needs are affecting their home life as well as their time in school, a pre- Common Assessment Framework (CAF) may be completed to ensure that the whole family is fully supported in meeting the needs of the child in their daily life. This process may help a family to access additional parenting training, advice and support and also perhaps access to financial and housing advice and support. The CAF also ensures that there is a "Team around the child" even if there is no Education, Health and Care Plan.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Provision for children with SEN and Disability is monitored throughout the academic year. There are staff meetings every term regarding SEN provision. The teachers discuss children on register with the SENCO and other staff throughout the term and the SENCO monitors progress and provision and reports to the SEN Governor. The SEN Governor meets with the SENCO at least termly to evaluate the policy and review progress of the children on the register. The number of children on the register and their progress is published on the website and reported termly to governors.

Parents are invited formally to comment on SEN Policy and Provision through the review of the policy. More informally they may meet with class teachers and/ or the SENCO to discuss provision. The children are involved in the SEN review process and are given opportunity to develop their own targets on their IEPs.

Interventions are monitored by the Leadership team to make sure the right children are in

the right intervention and that the intervention is being led effectively to move on the children's learning. The Emotional Literacy Support is a confidential intervention so is not formally observed but the trained assistant has access to the educational psychologists' workshops to obtain advice and feedback.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Shaftesbury CE VC Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Shaftesbury CE VC Primary School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Shaftesbury CE VC School policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

Shaftesbury CE VC Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Most pupils arrive at Shaftesbury CE VC Primary School at the beginning of the Reception year. We have regular meetings with the local feeder nurseries about all pupils who may be coming to this school. Any pupils who have already been highlighted as in need of SEN support, or who have a physical disability, will be discussed prior to arrival at this school. If a child already has involvement of the paediatrician or the educational psychologist, then a meeting will be held with all involved agencies and the child's parents. This meeting will ensure that the school is set up with all the required support in place prior to the child starting at school. In the event a child has not been to one of the local pre-schools and needs are identified, a meeting will be set up as soon as possible after their arrival. Prior to starting at school, the children and their parents are invited to transition days when parents may stay

and play with their children. This is an ideal opportunity for parents to discuss more informally their child's individual educational needs. If such a discussion leads the teacher to think that support over and above that needed by the majority of the class may be required, then the SENCO will be informed and a more formal discussion of need will be held.

As children go through school they may have additional needs making the change to a new class and teacher. Children with difficulties in communication and interaction, which includes those with a diagnosis of Autistic Spectrum Disorder (ASD) or Asperger's Syndrome, will need social stories and additional transition visits to support this progress through the school. Children with Social, Emotional and Mental health issues may be allocated a key worker to support this or have some emotional literacy support around this time.

Transition into year 7 is supported for all pupils through open evenings in year 5 and 6, an open morning in year 5 and a transition day in year 6. In addition to this there are two days when children from the previous year will come to talk to the children in year 6 about their experiences. Teachers meet with transition leaders from the local secondary school. If a child is to go to another secondary school then the SENCO liaises and ensures transition is supported. SEN information and records are handed over personally by the SENCO in a meeting in July. All children on the register, or who have been on the register, are discussed at this meeting.

Often children with social communication needs find transition an additional challenge. For these children an additional day at the secondary school will be arranged alongside group Emotional Literacy Support (ELSA) sessions discussing and preparing for transition. In some cases, the educational psychologist may be involved in transition to ensure anxieties are reduced as much as possible and the needs of the child are fully met in the new environment.

In the event of a child joining the school from another setting, electronic records are transferred immediately. These are usually shortly followed by paper copies of records which are reviewed by SENCO and class teacher to ensure that the child's needs are met as soon as they are settled in the school. If it is deemed appropriate, a call may be made to the previous setting to discuss the child's needs. If a child arrives in school already on the SEN register, a meeting will be arranged with parents to discuss the individual needs and how they were addressed at the previous setting.

If a child with additional needs leaves to joins another setting, all records will be sent on promptly. If necessary, the SENCO or class teacher may call the new setting to give a verbal report on the child's individual needs, strengths and weaknesses.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and pupils as and when required.

The SENCO will provide information on specific needs for new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The SENCO is a member of the SENCO Champions Group and attends all inclusion network briefings to keep up to date with the role and liaise with colleagues.

SEN INFORMATION

Shaftesbury CE VC Primary School presents its SEN information in three ways:

- i. by information placed on the school website which can be found <http://www.shaftesburyprimary.co.uk/>
- ii. by following the link from the school website to the local authority's Local Offer website; <http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=Vnt64LPfSAc&localofferchannel=0>
- iii. through information contained in this policy which is also published on the school website. <http://www.shaftesburyprimary.co.uk/>
- iv. All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Shaftesbury CE VC Primary School publishes its Accessibility Plan on the school website; this information can be found <http://www.shaftesburyprimary.co.uk> Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found <http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=Vnt64LPfSAc&localofferchannel=0>

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Shaftesbury CE VC Primary School publishes its Complaints Policy on the school website; this information can be found <http://www.shaftesburyprimary.co.uk>

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually. It is a working document and changes will be made by Governors, Staff and following meetings/ comments from parents. The policy will be ratified and fully reviewed by Governors at the first Governing body meeting of the academic year.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti-bullying

Vulnerable Groups

Data protection