

DODFORD FIRST SCHOOL



Every Day, a Learning Journey

Special Educational Needs and Disability Policy

INTRODUCTION

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs at Dodford First School. It is reviewed in accordance with the 2014 Revised Code of Practice and is reviewed annually by the Governor with responsibility for SEND and then at the Full Governing Body meeting. The SEND Policy should be read in conjunction with Equal Opportunities Policy, Supporting pupils with medical conditions Policy, Safeguarding Policy and the Teaching and Learning Policy, as this forms an integral statement of the principles underpinning all the work of the school.

PURPOSE OF THE POLICY

This document provides a framework for the identification of and provision for children experiencing difficulties and barriers to their learning. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies.

Children must not be regarded as having difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Other examples which aren't considered SEND but may have an impact on progress and attainment are; disability, attendance and punctuality, health and welfare, being in receipt of Pupil Premium, being a Looked after Child or being a child of a Service man or woman.

The code of practice from the DfE offers guidance on the content of Dodford First School's SEND policy. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice. Figures given in brackets throughout the document refer to the Code of Practice.

SCHOOL AIMS

It is the aim of the school that each child should achieve the highest possible standards of academic attainment and personal development by:

To identify at the earliest opportunity all children who need special consideration to support their cognition and learning, physical and sensory, behavioural, emotional and social and communication and interaction development

- Creating an environment that meets the special educational needs and/or disabilities of each child.
- Identifying, assessing and making provision for all children who need special consideration to support their physical, social, emotional or intellectual development.
- Ensuring that these children are immediately given appropriate support to allow every child full access to the National Curriculum/ Early Years Curriculum. Making clear the expectations of all partners in the process.
- Ensuring that parents are able to play their part in supporting their child's education.
- Ensuring that these children are fully integrated into all activities of the school.
- Ensuring that our children have a voice in this process.

Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education
- To plan for any pupil who may at some time in their education have special educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To give every child the entitlement to a sense of achievement
- To identify, monitor and support all pupils who will need extra resources and/or teaching help as early as possible
- To work in partnership with the child's parents and other external agencies to provide for the child's special educational needs

- To regularly review the policy and practical arrangements to achieve best value

RESPONSIBILITIES

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the schools aims by:

- being fully aware of the school's procedures for identifying, assessing, making provision for pupils with special educational needs and/or disabilities and then reviewing it.
- a commitment to a partnership approach to provision.

THE MANAGEMENT TEAM

Governors, Head Teacher and Senior Staff work towards the school's aims by:

- Having due regard for the Code of Practice when determining the school's general policy and approach.
- Taking responsibility for devising and implementing this SEND Policy through widespread consultation, ensuring all staff are aware of the importance of providing for these children.
- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Establishing appropriate staffing and funding arrangements
- Informing parents about the success of the policy, any significant changes to it, resource allocation and consultation with the LA and with other schools
- Ensuring parents are immediately notified of a decision by the school that Special Educational Needs provision is being made for their child
- Designating a specific governor/ governors as having special responsibility for SEND who monitor arrangements and report regularly to the governing body ensuring all are aware of SEND provision, including the deployment of funding, equipment and personnel.
- Ensuring children with Special Educational Needs and/or Disabilities will be admitted in line with the school's agreed admission policy

- Ensuring the complaint's procedure is in line with the school's agreed policy

THE HEAD TEACHER

Works towards the school's aims by:

- Management of provision for children with Special Educational Needs and/or Disabilities
- Keeping the governing body fully informed via Head Teacher's Report
- Working closely with the SENDCO team to co-ordinate provision

THE SENDCO Team - Special Educational Needs Co-ordinators

Works towards the school's aims by:

- Co-ordinating provision for children with additional needs
- Supporting and advising colleagues
- Ensuring staff have the appropriate training to provide for children with additional needs
- Taking responsibility for the day-to-day operation of the school's policy
- Overseeing the records of all children with special educational needs
- Acting as link with parents
- Gaining child's views
- Acting as link with external agencies and other support agencies
- Monitoring and evaluating the special educational needs provision and reporting to the governing body
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Having responsibility for children who are in the Looked After System
- Developing and monitoring the school information report
- Develop a school offer, which outlines support for pupils.

TEACHERS

Work towards the school's aims by:

- Being trained to meet the needs of children in the school.
- Providing a challenging, exciting and differentiated curriculum.
- Develop children's understanding through the use of all available senses and experiences, so they can fully participate in learning, in both physical and practical activities. With the Early Years/ National Curriculum as their starting point for planning
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude and changing circumstances affecting performance.
- Close liaison with the SENCO in the identification, assessment, planning and monitoring of provision to support pupils who need help with communication and interaction, cognitive and learning, behaviour, emotional and social development and sensory / physical development
- Involvement in writing Provision Maps for children, who may need additional or different help from that given to those of the same age. Then they follow a process of: plan, do, assess, review for each intervention support.
- Working closely and sharing weekly planning with teaching assistants who support individuals or groups of pupils
- Helping children to manage their emotions, particularly trauma or stress and provide pastoral care
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Interpreting assessment data
- Recognising parents as partners in the educational process and informing them of their child's special educational needs

PUPILS WITH SEND

Work toward the school's aims by:

- Reviewing targets on their provision maps and in the termly review meetings where they are encouraged to make judgements about their own performance against their targets
- Co-operating with teachers
- Developing a growing understanding of their own needs
- Taking responsibility for their own learning

PARENTS

Work toward the school's aims by:

- Encouraging children to attend school in good health, punctually, and regularly
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning by supporting in class where appropriate and giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Contributing towards targets on their child's provision map.

PARTNERSHIPS WITH PARENTS

The school ensures that parents are aware of the school's arrangements for SEND, through the school prospectus, website, padlet, newsletter and personal contact between parents and teachers.

- Liaising closely with parents and deciding together if a child should be placed on the SEN register (Wave 3). Strategies that will be used in school and suggestions for parental support will be shared at this time and regularly updated.
- Staff update provision maps as part of the Graduated Response Cycle (Assess, plan, do, review). These are updated regularly and shared with parents at least three times per year.
- Valuing parents' wishes for the child as paramount unless they are contradictory to the advice of other experts; in such circumstances the school would work to achieve a compromise position acceptable to all
- Regular consultation with the governor responsible for SEND regarding parental opinions related to general strategies employed by the school

PROCEDURES FOR CO-ORDINATING EDUCATIONAL PROVISION

- SENDCO given time to co-ordinate
- Focus at Pupil Progress Meetings
- Regular meetings between SENDCO and teaching assistants
- Special Educational Needs Governor meets regularly with SENDCO

ALLOCATION OF RESOURCES

- SENDCO is responsible for operational management of the specified and agreed resourcing for special needs provision within the school
- SEND and small group support
- Release time provided for reviews etc. with parents, the SENCO, Educational Psychologist and outside agencies
- Head Teacher informs governing body of how the funding allocated to support special educational needs has been deployed
- Additional staffing to support our most vulnerable children.

IDENTIFICATION. ASSESSMENT AND REVIEW

Early identification is important and so we undertake close liaison with our nursery feeder schools in advance of pupil's admission to this school. Children are observed in the nursery setting and their teachers consulted. Other methods used to assess pupils are:

- Early Years Profiles, Year 1 Phonics testing, K.S.1 SATs results and class assessments
- Once termly pupil progress meetings between SENDCO, teachers and support staff
- Regular classroom observations
- Termly meetings with Speech and Language Therapist to update on case load
- Referrals made to the SENDCO by class teachers
- Expression of concern by parents, outside agencies or sometimes the children themselves
- Series of more specified standardised tests from outside agencies, to gather further information if required
- The commitment of all class teachers to making an initial response to a child's needs, calling upon other staff, the SENDCO or the Head Teacher for support where necessary.

LEVELS OF INTERVENTION:

There are three levels of intervention:

Wave 1: Quality inclusive teaching

This includes providing differentiated work and creating an inclusive learning environment.

Wave 2: Specific, additional and time limited interventions

This is aimed at pupils who need additional academic support or nurturing to help accelerate their progress and enable them to work at or above age related expectations.

Wave 3: Targeted provision

This is for a minority of pupils who need highly tailored interventions in order to achieve their full potential.

Within each of these waves, we monitor the progress of children within a cycle of ASSESS- PLAN- DO- REVIEW. However, it may be necessary to refer a child for further specialist support which may result in an Educational Health Care Plan (EHCP). The EHCP will detail specialised support taking into account all aspects of your child's wellbeing. The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

PROVIDING CURRICULUM ACCESS and INTEGRATION

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's educational needs and provide quality first teaching:

- Lessons have clear learning objectives
- Scaffold work appropriately
- Use assessment to inform the next stage of learning

If a child experiences difficulties within the classroom, the teacher will differentiate work accordingly (wave 1). If a pupil needs interventions which are additional to or different from a differentiated curriculum, due to current rates of progress being inadequate, they are placed at

Wave 2. If adequate progress is not made the pupil moves to Wave 3 and the SENDCO team, in consultation with parents, involves outside agencies, who contribute to the new provision map. Reviews are held termly.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the L.A. and a range of written evidence will support the request for an EHCP.

We support children in the manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy;

- Teaching assistants support English and Maths
- To maximise learning there are times when children are asked to work individually or in groups, outside the classroom with support ; wherever children

are withdrawn from the classroom situation, match is made to the subject to ensure continuity

- Adaption of the material presented to a group within the class
- Children with special abilities in one or more area of the curriculum are encouraged to develop those skills and their progress is monitored by the class teacher. Extension work will be provided in consultation with the curriculum co-ordinator, who will be able to advise on a suitable programme.

INSET

The SENDCO attends appropriate courses and conferences as they arise. Teachers and teaching assistants also attend relevant courses. SENDCO attends regular SENDCO network meetings with other SENDCOs in the area. And all staff share expertise amongst themselves. The school buy a service level agreement with the Speech and Language Therapist who also provides training each year for staff supporting speech and language provision.

USE OF OUTSIDE AGENCIES

The school has links with a number of outside agencies who we liaise with where appropriate. Some of these agencies visit school. During visits they hold discussions with the SENDCO and class teachers about specific children who are raising concern. They assess children either by observation in class or on a withdrawal basis and meet with parents.

Links with the following services who are giving support in meeting the needs of specific children:

- Early Intervention Family Support
- Speech and Language Therapy
- Learning Support Team
- Educational Psychologist
- Complex Communication Needs Team (CCN)
- CAMHS
- School Medical Service e.g. nurse
- Physiotherapy

- Visually & Hearing Impaired
- L.A advisors
- Area Health Authority
- Social Services.
- Child Protection via LA
- Education Welfare
- Paediatrician
- Umbrella Pathway
- Occupational Therapist

LIAISON WITH OTHER SCHOOLS

In addition to our links with our local Nursery feeder schools we also work closely with the staff responsible for co-ordinating special needs at our local Middle Schools, Parkside and St.John's. Transition arrangements ensure pupils visit their new school before the end of year 4 and teachers, SENDCO and SEN support staff meet to discuss pupils. SEN records are passed on in the summer term. Middle school staff are also invited to attend final annual review meetings.

EVALUATING SUCCESS

The school's SEN policy will be achieving its aims if :

- It has effectively demonstrated a procedure which has formulated, implemented, monitored and consistently evaluated education plans
- Provision Maps within a differentiated curriculum ensure all children's needs are met
- Children are achieving individual targets
- Parents have full confidence in the school's procedures and express satisfaction with the outcome for their children
- There exists positive pupil involvement in decision making processes
- All staff are fully committed to the school policy

- The governing body reviews this policy annually and considers any amendments in the light of the annual review findings, ensuring the effective delivery of SEND support.

Written by Mrs Lisa Parkes (Headteacher and SENDCO) – September 2022

Governor with responsibility for SEND – Mrs Sarah Wilkes

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