

DODFORDFIRSTSCHOOL



Every Day, a Learning Journey

SEND (Special Educational Needs and Disability) Policy

Introduction

This policy is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Dodford First School.

LA guidelines, the Equality Act 2010 and DfE SEND Code of Practice 0 – 25 (June 2014) have been taken into consideration in the formulation of this policy. Other documents which have been referenced are the Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014) and the school's Safeguarding Policy.

Children have SEND if they have a learning difficulty which calls for Special Educational Provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning 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 SEN 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 Serviceman/woman. Educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

This document provides a framework for the identification of the provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin, and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Aims

- 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
- To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework
- To ensure that these children are fully included in all school activities in order to promote the highest levels of achievement
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy adopted by the school.

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

Roles and responsibilities

All members of the school community work towards the school aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs
- Sharing a commitment to inclusion and a partnership approach to provision

The governing body in co-operation with the Head Teacher (who is the school's SENCO) determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring overview of the school's work. They are responsible for reviewing the SEND policy and reporting to parents annually.

The governing body appoints a governor who takes particular interest in and monitors the school's work on behalf of the children with special educational needs. (COP 1:21 & 1:39)

The Head Teacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the leadership team the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

Co-ordinating and managing provision

The SENCO is responsible for:

- The daily implementation of the school SEND policy
- Liaising with and advising teaching staff and teaching assistants on SEND matters
- Managing teaching assistants
- Co-ordinating the provision for children with SEND
- Overseeing the records of all children with SEND
- Contributing to the CPD training of staff
- Liaison with parents and external agencies, including the LST team, Educational Psychologist, Autism Outreach and other health and social care professionals (COP 5.32 & 6.35)

All staff members are involved in the development of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. The SENCO together with teachers has responsibility for managing the work of teaching assistants.

Admission Arrangements for pupils with special educational needs

The school strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 2011, if a parent wishes to have their child with a Statement or EHC Plan educated in mainstream, the LA must provide a place unless this is incompatible with the efficient education of the other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Identification, assessment and provision

Allocation of Resources

The SEND budget is determined each year according to annual school census data.

- the base budget covers teaching and curriculum expenses.
- the delegated SEND budget covers the additional support required.

Specific funds are allocated to pupils with Statements of SEND.

The governors always use all of the SEND budget share and additional funds accessed from the school budget. The SENCO /Head Teacher is responsible for the use of these resources and the deployment of the designated support staff. If the school needs to access LA High Needs Block Funding then this will be done through gathering the required reports and evidence based around a child to apply for a EHC plan for the child.

Action to meet pupil's SEND aims to promote independent learning and tends to fall within four broad strands:

Assessment, planning and review

Grouping for teaching purposes

Additional human resources

Curriculum and teaching methods

This may include development of practice through training and collaborative work with other schools, planning, review and liaison time, improved staff-child ratio and use of alternative resources.

Identification, assessment and monitoring

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. This is therefore a whole school responsibility.

Provision follows a graduated approach as required by the 2014 SEND Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion:

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning and assessment

The code does not assume that there are hard and fast categories of SEND but recognises four broad areas:

- Communication and interaction(Language and Autism Spectrum Disorder)
- Cognition and Learning(General Learning and Specific Learning Difficulties)
- Physical and Sensory
- Mental Health, Emotional and Social

The graduated approach as outlined in the 2014 Code of Practice recognises that children learn in different ways and can have different kinds or levels of SEN. So increasingly, step by step, specialist expertise can be brought in to help the school with the difficulties that a child may have. A child might need help through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Providing Curriculum Access and Inclusion

Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used depending upon the nature of the child's needs.

At Dodford First we strive to be an inclusive school, engendering a sense of community and belonging through our:

- Inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- Different teaching strategies depending upon the nature of the child's needs
- High expectations and suitable targets for all children

Partnership within and beyond the school

Staff development

The audit of training needs is based on our School Development Plan and the skills set of teaching staff and teaching assistants. Courses will be attended depending upon the needs of the children within the school. Governors will be informed of any in school CPD and be invited along to attend. NQT's will access specific training and induction programmes.

Working in partnership with other agencies

External Support Services

The school has arrangements for securing access to external support services for pupils with SEND. This may include liaison with special schools and other specialist provision. The school has a designated Educational Psychologist and works with the LA's LST and Autism Outreach team, amongst other professionals.

Partnership with parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

- Ensuring all parents are made aware of the school's arrangements of SEND including the opportunities for meetings between the parents and SENCO
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENCO to discuss the child's needs and approaches to address these needs
- Supporting parents understanding of external agency advice and support
- Undertaking Annual Reviews for children with Statements of SEND

Voice of the child

Children and young people with special educational needs often have a unique knowledge of their needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Links with other schools

At Dodford we will:

- Ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes
- Consult the LA and governing bodies of other schools, when it is necessary or desirable in the interests of the co-ordinated special educational provision in the area
- Collaborate with all other support services and agencies involved with the child and with parents and where appropriate, make joint planning arrangements

Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and subject leaders
- Termly review of provision mapping by the Head Teacher and class teachers
- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Value added data for pupils on the SEND register
- Termly monitoring of procedures and practice by the SEND governor
- The school development plan

Complaints

Any complaints regarding the SEND policy or the provision made for the children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment with the Head Teacher.

If however, parents are still concerned they may contact the governor responsible for SEND and/or follow the schools complaints procedure.

Relevant Documents

Below is a list of relevant documents and website links regarding SEN provision in Worcestershire.

The School Local Offer Report – see school's website

The LA Local Offer

<https://worcestershirelocaloffer.org.uk>

Go into the directory to find out the required information.

Equality Act 2010 – <https://www.gov.uk/equality-act-2010-guidance>

School's Pupils at School with Medical Conditions Policy – see school's website

Special Education Educational Needs Reform: Information for Families June 2014 – www.worcestershire.gov.uk

Email: <mailto:SENDIASS@worcestershire.gov.uk>

Helpline: 01905 768153
www.SENDworcestershire.co.uk

Written by Mrs Lisa Parkes – August 2014, updated September 2019

Ratified by Governors – October 2014, November 2016 and September 2019

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