

# Special Educational Needs & Disabilities (SEND) Policy

Dove Bank Primary School



**Approved by:**

**Date:**

**Last reviewed on:** 6<sup>th</sup> October 2022

**Next review due by:** 6<sup>th</sup> October 2023

## 1. Introduction

1.1 At Dove Bank, we aim to offer a broad and balanced education to all our children, whatever their ability or needs.

1.2 We have high aspirations and expectations for all our children with SEND. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

1.3 Through appropriate curricular provision, we respect the fact that children need a range of different teaching approaches and experiences and understand that they acquire, assimilate and communicate information at different rates.

1.4 This policy was developed in consultation with stakeholders and reflects the SEND Code of Practice, 0-25, 2015.

## 2. Aims and Objectives

### 2.1 Aims

- To recognise the needs and strengths of each pupil.
- To ensure early identification of pupil's needs.
- To ensure that each pupil will have access to a curriculum and resources that will help them to progress at their own pace or level in order to achieve their maximum potential.
- To work in partnership with parents and families.
- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

### 2.2 Our SEND policy and information report aims to:

- Set out how Dove Bank will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

### 2.3 Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Create a school environment where pupils can contribute to their own learning.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.

### 2.4 Legislation and Guidance

2.4.1 This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

3.1 A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

3.2 They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

3.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and Responsibilities

4.1 The SENCO at Dove Bank Primary is Mrs Charlotte Hewitt ([senco@dovebank.staffs.sch.uk](mailto:senco@dovebank.staffs.sch.uk)).

4.1.1 The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEND governor

4.2.1 The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The headteacher

4.3.1 The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class Teachers

4.4.1 Each class teacher is responsible for:

- The progress and development of every pupil in their class.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy.

## **5. Identifying pupils with SEN and assessing their needs**

5.1 The purpose of identification is to establish if a pupil meets the SEND criteria and then to work out what action needs to be taken and to implement this action. This is done through the regular school process of reviewing the quality of teaching for all pupils, including those pupils at risk of under-achievement. Early identification is vital.

5.2 Class teachers will make regular assessments of progress for all pupils and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

Children who make less than expected progress given their age and individual circumstances are carefully monitored.

5.3 This may include progress in other areas other than attainment, for example, in social, emotional and mental health needs.

5.4 We will assess each pupil's current skill and levels of attainment on entry to the school, which will build on previous settings and Key Stages, where appropriate.

5.5 All pupils in each school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. The teacher and SENCO consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This also includes high quality and accurate formative assessment, using effective tools and early assessment materials.

5.6 If a child has a higher level of need, the school will access outside agencies to undertake necessary assessments to give a balanced and whole picture of the child's needs. If additional and/or different provision is required, then discussions will be held with parents and carers and the pupil will be placed on SEND support. We are committed to early identification of a pupil's needs and adopt a graduated response to meeting these needs in line with the SEND Code of Practice.

5.7 Concerns with progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether something different or additional is required. School always consider other reasons that may impact on progress and attainment. These may include:

- Disability
- Attendance & Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman.

These factors are carefully monitored by the school and further information can be found in relevant school policies. Quality First Teaching within the school and the class teacher help provide support for all pupils.

5.8 Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

## **6. Consulting and involving pupils and parents**

6.1 At Dove Bank we work closely with pupils and families to ensure the best outcomes. It is important to us that parents and carers feel part of the school community, can share their views with us and are recognised as key partners in their child's education.

6.2 We will have an early discussion with the pupil and parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are taken account of
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

6.3 Notes of these early discussions will be added to the pupil's one page profile and shared with parents/carers.

6.4 We will formally notify parents when it is decided that a pupil will receive SEND support. Reports to parents take place through open dialogue. Written reports are sent home annually, and parents evening takes place twice each year. Where a child has a particular need in relation to SEND, dialogue takes place with parents more regularly and termly feedback is provided on their child's progress. Additional meetings are held with school staff as needed.

## **7. Assessing and reviewing pupils' progress towards outcomes**

7.1 We will follow the graduated approach and use the four-part cycle of assess, plan, do, review.

7.2 The class teacher will establish, with the SENCO, a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

7.3 The assessment will be reviewed regularly.

7.4 All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on pupil's progress and wellbeing.

## **8. Our approach to teaching pupils with SEND**

8.1 Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

8.2 High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. High-quality teaching is the provision that all children have in class regardless of ability. Through rigorous monitoring and assessment, training and resources, each school ensures that all children receive this.

8.3 We recognise that children and young people are not all the same and that some require additional support in order for them to fulfil their potential.

8.4 The progress of all children is tracked termly and this enables us to assess how much progress each child is making throughout the year. We also discuss each of our pupils at pupil progress meetings to ensure we have an accurate picture of the full needs of each child. All staff liaise with the SENCO if they think a child might benefit from additional support.

8.5 The curriculum is adapted to enable children to:

- Understand the relevance and purpose of learning
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.6 Teachers have responsibility for:

- Setting suitable learning challenges
- Responding to pupils' barriers to learning and assessment for individuals and groups of pupils.

8.7 If it is felt that a pupil would benefit from additional support, our schools follow the Graduated Approach and parents/carers are informed that their child will receive SEND support. SEND support is when a child has not made the expected progress despite school having taken relevant, purposeful action to identify, assess and meet the SEND. School will put in place targeted interventions and making adaptations to ensure that each pupil's needs are met.

8.8 We make the following adaptations to ensure all pupils' needs are met by:

- Adapting our curriculum to ensure that all pupils are able to access it, for example, by providing additional scaffolds, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing, using additional aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

8.9 School may seek professional advice and support from external support services. Parental consent will always be sought when the school seeks external support. External support services will require access to pupils' records in order to understand the strategies employed by the school. Advice from external support will be incorporated in the child's targets. Strategies advised may be implemented by the class teacher, teaching assistant or involve other adults.

8.10 Some pupils with SEN require additional funding in order to provide them with the level of support required to make progress. If this is the case, the SENCO, with the class teachers and parents/carers, will complete the paperwork required for additional funding. The Local Authority will decide whether additional funding is needed.

8.11 School can request a 'Statutory Assessment' from the Local Authority when, despite an individualised programme of sustained intervention, there remains a significant cause for concern. This statutory assessment may result in an Education Health and Care Plan (EHCP). An EHCP is a legal document and the

school must ensure that the requirements set out in them are met. EHCPs are reviewed annually, with the Year 5 review indicating provision required at secondary school.

## **9. Training and Resources**

9.1 Training for staff is arranged when the need is identified through Staff Appraisals along with pupil provision needs. On occasions, outside professionals recommend specific support and this may identify a training need.

9.2 Staff training is provided “in-house” by existing qualified staff or outside specialists. This is during staff meetings or school based INSET sessions. In some cases, staff attend courses outside school.

9.3 The identified SENCO attends regular training on the SEND Network Meetings, in order to keep up with local and national updates in SEND. The SENCO is also a member of NASEN and accesses information and updates on line through the Gateway.

9.4 Resources that are identified in SEND support plans, are provided so that they are fully included in all lessons and activities. Outside professionals may make resource recommendations to the child’s provision.

## **10. Monitoring and Evaluation of SEND**

10.1 We have a stringent process of regularly and carefully monitoring and evaluating the quality of provision that we offer all pupils. This is done through regular audits, parent/carer views, pupil’s views and staff views.

10.2 The Governors of the school have an appointed Governor for SEND provision. The Governors are responsible for ensuring that the SEN and Disability reforms are implemented.

10.3 Pupil progress meetings and data tracking provides close monitoring of pupils’ attainment, targets relating to the National Curriculum, patterns of movement on the SEN Record of need and any other indicators. This active process of continual review and improvement of provision also includes the Foundation Stage Profile.

10.4 We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils’ individual progress towards their outcomes each term
- Reviewing the impact of interventions on a regular basis
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **11. Supporting Pupils at School with Medical Conditions**

- The school recognises that pupils with medical conditions should be properly supported so that they have full access to quality education provision. 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.
- Some children may have special educational needs and/or disabilities (SEND) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and follows the SEND Code of Practice (2015).
- School will ensure that sufficient staff are suitably trained and aware of the child’s medical condition.
- Arrangements will be in place in case of staff absence to ensure someone is always available and supply teachers are briefed as needed to support the child in the short term.
- Risk assessments are carried out for school visits and other school activities outside the normal timetable.
- Individual Health Care Plans are monitored.

- If formal diagnosis is not available and a pupil's medical condition is unclear, or where there is a difference of opinion, judgements are made on what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents

## **12. Transition**

12.1 If a child has already been identified with special needs, we work closely with parents and early years' providers so that they are supported by a smooth transition. All relevant SEND paperwork and information is collected and a meeting is arranged so that individual provision is in place.

12.2 Children identified with SEND who are transferring to Secondary Stage are supported by liaison with the SENCO and agreeing transition arrangements. This could be in the form of early visits or completing a Transition Passport.

12.3 Transferring from class to class and across key stages is carefully planned with "Meet The Teacher" visits for child and parents and is supported by information sharing sessions between staff members.

12.4 Children with SEND who are unable to access exams or other assessments may be given a "reader" or extra time.

12.5 Pupils who have medical conditions have their education needs met on an individual basis and advice is sought from health colleagues and other relevant agencies as appropriate.

## **13. Supporting Pupils & Families**

13.1 Families can access information on the LA Local offer. The Staffordshire SEND Local Offer is a marketplace that includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors and can be found at: [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

13.2 The Dove Bank SEN information report (local offer) contains details of arrangements made for children with special educational needs in our school and can be found on the school website.

13.3 Parents are kept informed throughout the SEND process and supported to complete paperwork and attending appointments (if necessary). A school will make referrals to outside agencies for a child if assessment is required and will share information with parents prior to referrals being made.

## **14. Complaints about SEN provision**

14.1 Parents/Carers wishing to make a complaint about any aspect of educational need should initially contact the school's SENCO to discuss the matter. The SEND governor and Head Teacher will also be happy to meet with parents to discuss any issues they may have. If the complaint cannot be resolved, then a copy of the schools Complaints Procedures document is available on request.

## **15. Monitoring arrangements**

15.1 This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. The governing body reviews this policy annually.

## **16. Links with other policies and documents**

16.1 This policy links to the following documents:

- SEN Information Report
- Accessibility plan
- Behaviour policy



- Equality information and objectives
- Supporting pupils with Medical Conditions Policy.