

**Special Educational Needs (SEN) Policy**



**SENCO: Mrs C Hewitt (NASENCo award)  
Contact via the office on (01782) 898015**

**Represented on SLT by Mrs E Ford**

**SEN Governor: Mrs A Canning**

**Written September 2014  
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**Approved by P Laws on behalf of the Governing Body**

**Signed ..... Date .....**

This policy was reviewed in September 2019. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Updated May 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England primary/secondary framework document (2014)
- Safeguarding Policy
- Teachers Standards (2012)
- Accessibility Plan
- Dove Bank Single Equalities Policy
- Dove Bank Equal Opportunities Policy Statement

This policy was created by the school's SENCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

## **Section 1**

### **Introduction**

Dove Bank provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs. We have a Single Equalities Policy to address barriers to learning and ensure we review this regularly ensuring we are making reasonable adjustments in line with statutory requirements.

This policy was developed in consultation with staff and pupils and is shared with stakeholders through our school website. Hard copies are also available from the school office on request.

## **Section 2**

### **Aims and Objectives**

At Dove Bank we aim to offer a broad and balanced education to all our children, whatever their ability or needs. We have high aspirations and expectations for all our children with SEN. 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. 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. The aim of our SEN provision is to ensure that children will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential.

The Objectives of this policy are:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN 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 SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning.

## **Section 3**

### **Identifying Special Educational Needs**

Once a child is in school we will monitor their progress and development. We have a number of methods to help us identify if a child needs extra help (See SEN Information Report). Early identification is vital. Children who make less than expected progress given their age and individual circumstances are carefully monitored. This can be characterised by progress which: is significantly slower than that of their peers starting from the same baseline, fails to match or better the child's previous rate of progress, fails to close the attainment gap between the child and their peers or widens the attainment gap. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher works closely with the SENCO so that a child with possible learning needs is identified early and placed on a class 'concern list'. The school has a set of guidelines indicating when a child should be added to the SEN register. Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

#### **1. Communication and Interaction**

This includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

## **2. Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

## **3. Social, Mental and Emotional Health**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

## **4. Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties including Hearing and Visual impairments.

These areas give an overview of the range of needs that we plan for. However, individual children often have needs that cut across all these areas and their needs may change over time.

Some factors that are not SEN related but can impact on progress and attainment include Disability, Attendance & Punctuality, Health & Welfare, English as an Additional Language, being in receipt of Pupil Premium Grant, Being a Looked after Child or being a child of 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 role of the class teacher/subject specialist teachers help provide support for all pupils.

## **Section 4**

### **A Graduated Approach to SEN support**

#### **Quality First Teaching:**

Class teachers input via excellent targeted classroom teaching, also known as 'Quality First Teaching'. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical learning activities.
- Specific strategies (which may be suggested by the SENCO or other professionals) are in place to support your child to learn.
- Your child's teacher will have carefully monitored your child's progress alongside national data and expectations of progress and will have identified any gaps in their understanding/learning, extra support will be provided to help them make the best possible progress.

#### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess  
Plan  
Do  
Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. If after several cycles the child has still not made progress, then more specialised assessment from external agencies and professionals will be sought.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment

Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including Parents, Teachers, SENCO and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan.

## **Section 5**

### **Managing pupil's needs on the SEN Register**

The SEN Register lists children within the school currently receiving school support and external support. This is managed by the SENCO through close liaison with the Head teacher and Class Teachers. It takes into account the plan, do, review cycle as well as children's progress towards outcomes. For those whose progress towards outcomes despite several cycles has been limited, additional support through specialist external services is engaged. Evidence from previous cycles of plan, do, review is used as evidence of additional funding or where applicable EHC plan applications. The SEN Register is reviewed termly in consultation with Teachers, parents and pupils.

### **Criteria for Exiting the SEN Register**

Children's progress is closely monitored and where intervention has taken place entry and final data are collected to look at the impact of the intervention. If it is felt that the child is making expected progress and therefore no longer needs to be on the register then they will be removed.

## **Section 6**

### **Supporting Pupils and Families**

At Dove Bank we work closely with pupils and families to ensure the best outcomes. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at school so similar strategies can be used at home. Access arrangements for exams and assessments are made dependent on individual circumstances and where allowed. The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. We work with a range of external agencies and ensure smooth transitions (for more information see Dove Bank SEN Information Report). The LA Local offer can be found at: <http://helpyourself.staffordshirecares.info>. School admissions are made in accordance with our admissions policy and can be found on our website.

## **Section 7**

### **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 education, including school trips and PE. 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 2010. Some may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For further information, please see our 'Supporting pupils with medical conditions' policy.

## **Section 8 Monitoring and evaluation of SEND**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice (2015). SEN provision and interventions are recorded on record sheets, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENCO monitors the movement of children within the SEN system in school. Annual tracking and data analysis is completed and staff are involved in tracking the progress of SEN children with regard to age related expectations; this is completed on a termly basis. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold half yearly meetings.

## **Section 9 Training and Resources**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

We ensure that needs of the child are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants to deliver programmes designed to meet groups of children's needs. The special educational needs (SEN) budget is managed by the Headteacher and allocated on a needs basis. Resources are requested and ordered as necessary to support each pupil's learning. Regular meetings are held to monitor impact of extra support. The governing body is kept informed of funding decisions.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD

Outreach service etc. Training takes place on a regular basis. Medical training to support pupils with medical care plans such as epi-pen training is also carried out regularly.

Most of our TAs have had training in delivering reading and spelling / phonics programmes such as Better reading, FFT (Family Fisher Trust), Talking Partners, Fresh Start, Precision Teaching (Literacy and Numeracy) and other reading and writing interventions. The school also works closely with Speech and Language Therapy and Teaching Assistants are therefore able to deliver sessions to pupils according to their individualised reports.

Dove Bank has previously achieved Dyslexia Friendly status level 1 and adopts dyslexia friendly practices; we have also completed basic Autism awareness training. We have staff who are trained in using language programmes such as Language land and using DEMS, a motor skills programme called Motor Skills United.

Staff receive regular training and updates of SEND conditions, Medication use and Resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

## **Section 10 Roles and Responsibilities**

The person responsible for overseeing the provision for children with SEN is Mrs Ford (Headteacher). The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Hewitt (SENCO).

### **All staff can access:**

- The Dove Bank Primary School SEN Policy;
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles and targets set
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Staffordshire SEND Local Offer

### **In our school the SENCO:**

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents when external agencies are involved and when the child has an EHC plan;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.
- co-ordinates bi-annual SEN assessments to track the progress of children on the SEN register.
- applies for appropriate AEN funding for children that meet the criteria.

The governing body has due regard to the Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs. The SEN governor ensures that all governors are kept abreast of the school's SEN provision.

## **Section 11 Storing and Managing Information**

The SENCO holds details of all SEN records for individual pupils. Paper copies are stored in a locked filing cabinet. The SEN register is recorded electronically using the SIMS administration system.

## **Section 12 Reviewing the Policy**

This policy is written through consultation with Parents and Staff. The governing body reviews this policy annually.

## **Section 13 Accessibility**

The school complies with all relevant accessibility requirements, please see the school Single Equalities Policy and the school Accessibility Plan.

## **Section 14 Dealing with Complaints**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or Headteacher. Our complaints procedure follows the LEA guidelines. For more information please see our complaints procedure.

## **Section 15 Support for improving Emotional and Social Development**

At Dove Bank we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. For more information please see our 'Anti-Bullying Policy' and our 'No to Bullying parent booklet'. At Dove Bank we use a range of specific approaches to address specific needs of pupils. This includes the use of a Nurture/social skills groups, where children are carefully monitored using the Boxall Profile. Children whose social communication skills are poor are also supported through a range of social group activities. Some children are given extra pastoral support arrangements for listening and supporting their views and feelings which can be linked to specific behaviours. Children's understanding of social media is also supported through the school Online Safety and safeguarding policies.

## **Section 16 Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the

services and provision that are available both to those families in Staffordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The 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)

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.