

**DINGLE COMMUNITY PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

Date adopted:	14 <sup>th</sup> September 2023
Date reviewed:	
Next review due:	Autumn 2024
Reviewed by:	Governing Board
Signed:	 (Headteacher)
Signed:	 (Chair of GB)
Date:	14 <sup>th</sup> September 2023

## **Mission Statement**

Dingle Community Primary is committed to helping all pupils "Learn for Life" and achieve everything they are capable of through our CARING approach.

This policy outlines the vision for the ethos and management of Special Educational Needs in our school. It is in line with the new Code of Practice, implemented in September 2014, and the Equality Act, 2010. Dingle Community Primary school adopts an inclusive approach to education and the Special Educational Needs Policy reflects this philosophy.

At Dingle Community Primary, we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs and/or disability (SEND) are the same as those for all children in school.

Special educational needs may be experienced throughout, or at any time during a child's school career. We believe that every teacher is a teacher of every child, including those with SEND. We recognise that children identified as having special educational needs are more vulnerable than other children and advocate for the development of trusted relationships within school.

## **What do we mean by Special Education Needs (SEN)?**

The term SEN has a legal definition and refers to children and young people who have learning difficulties or disabilities that make it significantly more difficult for them to learn or access education than the majority of children their age. (The 2014 Code of Practice).

These 'barriers to learning' will require us to develop flexible systems of teaching and learning to remove barriers to full participation.

Such difficulties include:

- Cognition and Learning
- Specific Learning Difficulties
- Social, Emotional and Mental Health needs
- Social Interaction and Communication needs (ASC)
- Speech, Language and Communication Difficulties
- Hearing Impairment
- Visual Impairment
- Physical Difficulties and Medical Conditions

## **Aims at Dingle Community Primary**

We aim to provide every child with access to a broad and balanced curriculum. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Need and /or Disabilities Code of Practice 0-25 (2014).

- To ensure that the educational needs of all pupils are met.
- To ensure that the aspirations for and expectations of all pupils with SEND are high.
- To provide equal opportunities for all objectives at Dingle Primary
- To provide the best possible support for our children with SEND
- To identify as early as possible the needs and barriers to learning for our SEND pupils
- To value the contribution of all our pupils to school life
- To enable all our pupils to participate fully and effectively in lessons.
- To engage with parents and establish a positive partnership.
- To adhere to the guidelines and requirements within the current Code of Practice
- To access appropriate specialist support from outside agencies when necessary
- To ensure all children are protected from maltreatment and prevention of impairment to physical and mental health, ensuring they can grow within a safe and effective environment.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To ensure that all our staff work collaboratively to understand and meet the diverse needs of our SEND pupils.
- To adopt a whole school approach to SEND.
- To support the families of pupils with SEND and fully involve them in their child's education.
- Involve pupils in their individual learning programmes, taking account of personal perceptions of progress.

Everyone in the school community has a positive and active part to play in achieving these aims. Children will not be labelled or disadvantaged by any policy or procedure operated in the school.

## **Roles and Responsibilities**

The following staff have specific roles and responsibilities in supporting children with SEND.

### **The SENDCO is Nichola Heather.**

The SENDCO will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board 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 SEND up to date.
- Advocate expectations of high-quality teaching and learning for children with SEND.
- Track and monitor the progress of children with SEND and ensuring that staff demand high expectations whilst having regard for a child's SEND.
- Ensure that staff have appropriate training and support to enable them to provide adaptive teaching strategies to meet the needs of all children, including those with SEND.
- Monitor teaching and learning across the school to ensure that the needs of pupils with SEND are being catered for.
- Manage the school-based assessment and completing the documentation required by outside agencies and the LEA.

### **The SEND Governor is Wendy Newton**

The SEND Governor will:

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

### **The Headteacher is Gemma Anderson.**

The Headteacher will:

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

### **All Teachers**

Each teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with support staff or specialist staff to plan and assess the impact of support and interventions and how they can be embedded in learning within the classroom.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Ensuring that children's needs are identified at the earliest opportunity and then working through the "Assess Plan Do Review" cycle.
- Participate in reviewing the support plans and individual targets
- Involving the child in conversations and plans about their SEND in a developmentally appropriate way.
- Ensuring that parents are a partner in the process and that their views are considered.
- Setting high expectations for all pupils

All support staff are responsible for

- Working closely with any teacher or specialist staff to plan and assess the impact of support and interventions and how they can be integrated into the classroom.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Working through the "Assess Plan Do Review" cycle.
- Reviewing the SEND individual targets and provisions as set out in the school SEND Record
- Involving the child in conversations and plans about their SEND in a developmentally appropriate way.

### **Identification of Pupil Need**

At Dingle Community Primary, we adopt the definition of SEND as stated in the Special Educational Need and/or Disabilities Code of Practice 0-25 Guidance (2014). A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.

Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be routinely planned for. There are other factors which could impact upon progress and attainment which would not mean that the young person would have SEND.

These include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being a child looked after

### **Identification of SEND**

At Dingle all teachers are expected to deliver high quality teaching that is adapted and personalised to meet the individual needs of children. The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and senior

leadership team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and staff will more closely monitor them in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide continued adaptive learning opportunities that will aid the pupil's academic progression.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored through ongoing meetings. Parents are encouraged to share information and knowledge about their child with the school.

#### SEND Support

Some children need educational provision that is additional to or different from that made generally for other children. Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the pupil will be added to the SEND overview. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points.

The support provided by the school consists of a four-part cycle: 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 and strategies which are the most effective in supporting the pupil to achieve. This cycle will be implemented in consultation with parents and pupils on a termly basis.

#### 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 pupils' views and, where relevant, advice from external support services will also be considered. Where external support services 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, SENDCO and parents to agree the provision, adjustments, interventions and support that are required; the impact on progress and development that is expected and a clear date for review. Parental involvement within this is vital to reinforce learning and contribute to progress. 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 support staff to plan and assess the impact of support and interventions and make 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 SENDCO.

#### 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 parents. The class teacher, in consultation with the parents and the pupil, will revise the targets and provision based on the pupil's previous progress and development.

Ms Nichola Heather will manage the 'assess, plan do, review' process.

#### Referral for an EHCP (Education, Health and Care Plan)

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process which can be requested by the school or 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Child
- SENDCO
- Social Care
- Health professionals
- Educational Psychologists
- Any other external agencies working with the child.

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of professionals about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Further information about EHCP can be found via the SEND Local Offer: [www.dudley.gov.uk/resident/localoffer/assessment-education-health-and-care-plans/](http://www.dudley.gov.uk/resident/localoffer/assessment-education-health-and-care-plans/) or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on 01384 236677. Following Statutory Assessment, an EHCP will be provided by the relevant local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

### **Arrangements for coordinating SEND provision**

All staff can access:

- SEND Policy
- A copy of the SEND overview relating to their year group
- Guidance on identification of SEND in the Code of Practice
- Documentation linked to the Assess-Plan-Do-Review cycle for individual pupils.
- Historical progress data relating to individual pupils.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information is available through Dudley's SEND Local Offer.
- In addition, careful transition plans are put in place for children with SEND so that receiving staff have full knowledge and understanding of the child's needs. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.
- This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

### **SEND Interventions and Individual Support:**

Additional individual and small group interventions are delivered in the Learning Hub and The Snug. Interventions are recorded onto the whole school provision map and Ms Heather monitors this. Where children have very specific individual needs, additional 1:1 support may be allocated (within budgetary constraints) to support a child in the classroom or to deliver individual support programmes drawing on the advice of the outside agencies.

### **Interventions include:**

Precision Teaching  
Nurture Group  
Talk About (Social Communication and Interaction)  
Sensory Circuits (Gross Motor and Fine Motor skills)  
Wellcom (Language Intervention)  
Literacy Gold (Reading and Spelling online platform)  
Forest School Nurture  
Zones of Regulation (Emotional Support)  
Speech and Language (Articulation)

The budget is also used to buy in Learning Support and Educational Psychology Services and to purchase training, resources and consumables to meet the needs of the children requiring SEND support.

### **Staff Expertise**

All teaching and support staff have access to advice, information resources and training to enable them to teach all children effectively. Training needs are identified and delivered to staff through:

- Specific training in school based on the needs of the cohort, delivered by
- Performance management for teachers and support staff.
- Analysing SEND data, responding to trends.
- Induction and support for new staff and ECTs
- Whole school training may be delivered at school by outside agencies such as the EP or through other specialist services e.g., AOS. Ms Heather also delivers INSET to disseminate information from her own training or relating to school practice.

- Some Teachers and Teaching Assistants have developed particular areas of interest and expertise and are reflected within their roles in school.
- Ms Heather is an experienced teacher, Deputy Head and SENDCo and has completed the National Award for SENDCos at Birmingham University. Ms Heather also attends Dudley's SENDCo Forum (termly) as well as national training events. Across the school there is an extensive range of personal and professional experience to draw on when supporting children and their families. Where we find ourselves lacking specific skills or knowledge, school will, wherever financially possible, access or pay for additional advice and support through a range of outside agencies.

#### Admission Arrangements

The school's admission criteria do not discriminate against pupils with special educational needs and/or disabilities, and its admission policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the criteria as laid down in the school Admissions Policy, which is available to all parents. Provided there is a place available within the appropriate year group all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the local authority SEN team.

#### Curriculum

To fulfil our vision of all children we provide a curriculum that builds on children's prior knowledge and skills. Our curriculum helps all our children to understand where they come from, their local community, and the rich history that surrounds them. Our curriculum builds on the interests of our children and is tailored to meet all their needs, providing them with a route to becoming independent, resilient learners. The curriculum offer to all children fulfils the requirements of the National Curriculum ensuring children receive a broad and balanced education. Teachers are expected to draw on a range of strategies to adapt learning to the needs of the children in their class. Some children require additional support to access the curriculum; other children need a more personalised approach to meet their particular needs.

Children are given additional access and support through additional time in test situations, extra processing time, brain breaks etc. Where within classroom practice teachers regularly provide a reader, brain breaks, additional time or an amanuensis to support a child, school can apply for the same access during KS2 Statutory. This information is used to apply for specific access arrangements on-line.

At Dingle Community Primary, we enrich the curriculum by encouraging parents and carers to take part in their children's learning. We provide a comprehensive enrichment programme where the children engage in a wide repertoire of external visits and experiences which enhance their life experiences and provide them with ideas that they can draw upon when engaging in their lessons. All children (including those with SEND) attend the school residential in Year 6, swimming and all other trips and activities. No pupil is ever excluded from these activities because they have a special need or disability. Pupils with SEND have at least equal access to the after-school clubs. Some children need to have additional support to enable this to be provided through their EHCP's.

#### Record Keeping Storing and Managing Information.

Ms Heather keeps a SEND Support record, which lists the children with SEND. Relevant sections of this list are given to each of the class teachers. It is also used as a part of the SEND audit process.

Children are given individual targets as part of their learning plan. These are given to all adults supporting the young person through integration support in the classroom or as part of an intervention. These are discussed with the children and parents and shared at parents evening. When children leave, their SEND files are passed onto the receiving school. All processes for the storage and sharing of personal data records are in line with the Code of Practice, School Privacy Notice and GDPR.

#### Evaluating and Monitoring the Effectiveness of SEND Provision

The key areas of impact can be documented through children's academic progress (closing the gap) and the movement within the SEND Support Record (i.e., children no longer needing additional support or a reduced level of support).

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their curriculum and individual targets each term as part of the 'assess, plan, do, review' process
- Reviewing the impact of interventions after each term
- Using pupil questionnaires and discussions
- Monitoring by the SENDCo
- Using provision maps to measure impact
- Holding termly Pupil Progress meetings
- Holding annual reviews for pupils with EHC plans

A SEND action plan is written by the SENDCO and reviewed annually. This forms part of the whole school Action Plan. In order to make consistent and continuous progress in relation to SEND provision, the school encourages and welcomes feedback from staff, parents, pupils and outside agencies.

#### Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Agencies which schools may draw upon include:

- Learning Support Service
- Speech and Language Therapy • Autism Outreach Service
- PIMIS (Physical, Sensory and Medical Inclusion Service)
- Educational Psychology
- CAMHS •
- Occupational Therapy
- Physiotherapy
- SEYS (Specialist Early Years Service)
- Sycamore Partnership Team
- School Nurse
- Social Care
- Autism Outreach Service

The school buys into some of these services, others are not traded, and we have limited access, although with some services additional support can be purchased. They provide advice for individuals and general advice and training on specific conditions and difficulties. Most referrals to these agencies will be made by the SENDCO in discussion with class teachers and will always be shared and agreed with parents/carers. Although the school may identify Special Needs and arrange appropriate provision to meet these needs, we do not offer diagnoses. Parents need to go via their GP should they wish for a diagnosis. Other services/ specialists may then be involved such as Paediatricians, CAMH

#### Transition Inter-School/Nursery to School

Transfers Records are received from previous schools/year group and passed to class teachers and the SENDCO. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

#### Transfer to Secondary School

The class teachers in year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases, the SENDCO meets with Secondary SENDCOs to discuss the Special Educational Needs of individual children moving to year 7. All records are passed onto Secondary SENDCOs. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged. This may involve outside agencies where appropriate.

#### Supporting Children with Medical Conditions

The school recognises that pupils with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children with medical conditions may also have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Ms Heather is responsible for writing and reviewing the "Administration of Medicines Policy" (2021) and Ms Heather manages the medical needs on a day-to-day basis.

#### 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 SEND. The SENDCO attends relevant SEND courses, including Dudley's SENDCo network meetings, in order to keep up to date with local and national updates in SEND. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensure that training opportunities are matched to school development priorities. All teaching and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

#### Accessibility

Dingle Community Primary I complies with all of the relevant accessibility requirements. Please see individual school accessibility plans for more details.

#### Complaints Procedure

Parents are partners with the school and the LA and are entitled to question decisions made by the school or the Local Authority. If a complaint is to be made, regarding issues in school, it should be addressed to Ms Heather in the first instance. If the matter is not resolved to Parents' satisfaction, it should then be put in writing to Mrs. Anderson (Head Teacher) or the Chair of Governors, Mr. Paul Mountford (through the school office).

If the complaint relates to a decision made by the LA as part of the EHCP process, then parents are advised to contact the LEA; Parents may also approach the Parent Partnership organisation SENDIASS to support them in the complaint's procedure (01384 817373). <https://careandshare.uk/dudley-sendiass/> Safeguarding

### Safeguarding

Children with Special Educational Needs and/or disabilities are more vulnerable to abuse. Awareness of this is raised through the whole school Safeguarding training and in the policy. School values the importance of building trusted relationships with our most vulnerable learners.

### Bullying

Our school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. The school has a comprehensive bullying policy available to staff and parents.

### Governors

It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of its pupils with SEND following the requirements of the Code of Practice 2014. The governor with particular responsibility for SEND is Wendy Newton.

### Other Relevant Information

Other relevant information that should be read in conjunction with this policy are:

- School Information Report
- Accessibility Plan
- Behaviour Policy
- Medical Needs Policy
- Safeguarding and Child Protection Policy
- 'Keeping Children Safe in Education'
- Anti-Bullying Policy
- Intimate Care Policy
- Equality Policy

### Dudley's Local Office

The purpose of the local offer is to enable parents to see what services are universally available to children across Dudley and how to access them. It covers the age range 0-25 years and is available on the following website:

[www.dudley.gov.uk/resident/localoffer/local-offer-information/](http://www.dudley.gov.uk/resident/localoffer/local-offer-information/)

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2014

(<https://www.gov.uk/government/publications/send-codeof-practice-0-to-25>).

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010
- Advice for Schools (February 2013)
- Schools SEND information report regulations (2014)