

BUCKAND NEWTON CE VC PRIMARY SCHOOL and LITTLE ADVENTURERS PRE-SCHOOL

LEARNING & INCLUSION SERVICES GUIDANCE

SEN and Disability Policy

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Responsible Officer	Contact Details
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BUCKLAND NEWTON CE VC PRIMARY SCHOOL and Little Adventurers Pre-School

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The **Headteacher** has overall responsibility for Special Educational Needs and Disability in Buckland Newton CE VC Primary School and Little Adventurers Pre-School. The designated teacher responsible for coordinating SEND provision for children/young people is: **Rebecca Bond (Deputy Head and SENCo)**. The SEND link governor is **Mrs Ina Stone**.

AIMS AND OBJECTIVES

Buckland CE VC Newton Primary School and Little Adventurers Pre-School have high aspirations for all children identified as having SEND. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training. At Buckland Newton CE VC Primary School and Little Adventurers Pre-School every child is valued. We treat each child as an individual and strive to put in place provision to allow all children to progress well. We have a successful history of working with children with SEND to help them realise their full potential.

AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive
- To identify at an early age, individuals who need extra help and support
- To enable each child to take part and contribute fully to school life
- To develop individuals' self-esteem
- To provide access to and progression within the curriculum
- To involve children in planning to address and monitor their special educational needs and or disability
- To work in partnership with parents to support children's learning and health needs

- To provide quality training for staff that suggests strategies that helps them to support children with special educational needs and disability

OBJECTIVES:

- To identify and provide for children who have special educational needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a ‘whole child, whole school’ approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCo) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Buckland Newton CE VC Primary School’s and Little Adventurers Pre-School’s arrangements for supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. The SENCo will meet termly with the SEND link Governor to report on progress regarding SEND, LAC and Pupil Premium pupils and to provide an overview of most recent SEND developments.

ADMISSION ARRANGEMENTS

Buckland Newton CE VC Primary School and Little Adventurers Pre-School use the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this we make appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Buckland Newton CE VC Primary School and Little Adventurers Pre-School liaise with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions.

More information can be found in the Local Offer information held on the local authority’s website.

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/results.page?localofferchannel=0&qt=&term=dt27by&sorttype=distance>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction
- ii. Cognition and learning
- iii. Social, emotional and mental health difficulties
- iv. Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual Pupil Progress Plan match personal learning requirements. Staff use a wide range of tools to assess the amount and level of SEN support required. The school adopts a highly proactive approach in identifying any difficulties which may impact a child's learning and rate of progress. We believe that early identification and intervention are key and parents/carers are informed of any concerns immediately. If a parent/carer has any concerns about their child, they should make these clear to the child's class teacher. The class teacher will be able to discuss a child's progress and performance, offering a valuable insight into the child's

individual needs. The SEND process can be explained by the class teacher, but in some cases the SENCo and/or Head teacher may become involved.

Learning needs are managed either by using 'additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school. Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents/carers **must** be informed that special educational provision is being made.

The SENCo and Headteacher will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational, but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children

- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

MANAGING and SUPPORTING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, Buckland CE VC Newton Primary School and Little Adventurers Pre-School adopt a process of 'Assess, Plan, Do, Review'. This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Following an initial assessment, the outcomes will be discussed and if necessary, extra provision put in place. This may take the form of a tailored programme of work in either a one to one or small group setting. The intervention will be target driven. The SENCo's role is advisory; interventions and their efficacy are closely monitored and are modified to meet the changing needs of the child. Intervention may take place in class or externally. If required a specialist may be brought in to provide further support. A Pupil Progress Plan (comprising of 3 phases) will be drawn up by the class teacher, with input from the child, parent/carer and, when appropriate, the SENCo. SMART targets are set and are formally reviewed termly (formative assessment is ongoing). The SENCo oversees the SEND process and may become involved at any stage.

At Buckland Newton CE VC Primary School and Little Adventurers Pre-School we understand that Pupil Progress Plans are only effective if they are living records which tell us exactly what needs have been identified and how to remove key barriers to learning effectively. Teachers are responsible for maintaining and updating the plans. The teacher also holds the responsibility for evidencing progress according to the targets identified in the plan. A graduated approach is managed through the use of school provision maps. The level of provision provided is determined by the child's specific needs. The SENCo is responsible for timetabling intervention on a one to one or small group basis. The teacher is responsible for providing the necessary support material to enable Teaching Assistants to support effectively. Evidence of progress is collated and documented in child's SEN folders on 'Ongoing Record' proformas. If we identify that as a school, we are unable to fully meet the

needs of a pupil through our own provision arrangements, it will be evidenced in these folders.

If the school decides to engage additional support or specialist services, the Head teacher and SENCo cost the provision and make the necessary arrangements. Parental consent is sought.

[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Provision is monitored and evaluated by the SENCo and Headteacher. Data is scrutinised to assess progress; staff views, parental views and those of the child are considered when evaluating impact. A child's needs are ever-evolving and at Buckland Newton Primary School and Little Adventurers Pre-School provision is matched to these needs.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease. A child with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice. The ceasing of an EHCP is determined by the local authority where a child no longer requires the special education provision as specified in the EHCP. However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.
All paper records will be held in line with the school's protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Buckland Newton CE VC Primary School and Little Adventurers Pre-School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that we are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Buckland Newton CE VC Primary School's and Little Adventurers Pre-School's policy on 'Supporting children at school with Medical Conditions'.)

TRANSITION ARRANGEMENTS

Buckland Newton CE VC Primary School and Little Adventurers Pre-School are committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education. For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHCP will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHCP. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. Staff are encouraged to identify their own CPD needs and where appropriate the SENCo will arrange training to meet these requirements. We believe in utilising the strengths of our staff; in house inset is also arranged. The SENCo will provide information on specific needs for new staff. The SENCo will network with other SENCos from schools within the Sherborne Pyramid. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEND INFORMATION

Buckland Newton CE VC Primary School and Little Adventurers Pre-School present its SEND information in three ways:

- i. by information placed on the school website which can be found;

<http://www.bucklandnewton.dorset.sch.uk/>

- ii. by following the link from the school website to the local authority's Local Offer website
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Buckland Newton CE VC Primary School and Little Adventurers Pre-School publish their Accessibility Plan on the school website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo. Buckland Newton CE VC Primary School and Little Adventurers Pre-School publish its Complaint's Policy on the school website.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually. Parental views regarding the SEND process will be collated and considered prior to this policy being updated.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Child Protection

Anti-bullying

Pupil Premium