

Dinting Church of England VA Primary School



Special Educational Needs and/or Disabilities and Inclusion Policy (SEND)

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This policy outlines the framework for Dinting C of E VA Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

As a school we work with Derbyshire county council and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

3. Areas of special educational need

Provision for pupils needs in provided with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

4. Admissions

4.1. We ensure we meets the duties of a school under the Schools Admissions Code of Practice by:

- 4.1.1. Not refusing admission for a child that has named the school in their EHC plan.
- 4.1.2. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- 4.1.3. Considering applications from parents of children who have SEN but do not have an EHC plan.
- 4.1.4. Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- 4.1.5. Not refusing admission for a child on the grounds that they do not have an EHC plan.

5. Roles and responsibilities

5.1. Role of the SEN governor is to:

- 5.1.1. Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- 5.1.2. Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- 5.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- 5.1.4. Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.
- 5.1.5. Appoint a designated teacher for 'looked after' children where appropriate.
- 5.1.6. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- 5.1.7. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.

- 5.1.8. Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- 5.1.9. Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- 5.1.10. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- 5.1.11. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- 5.1.12. Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

5.2. The Headteachers role is to:

- 5.2.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 5.2.2. Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- 5.2.3. Cooperate with local authorities during annual EHC plan reviews.
- 5.2.4. Ensure that the SENCO has sufficient time and resources to carry out their functions.
- 5.2.5. Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- 5.2.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 5.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

5.3. Role of the SEN Coordinator (SENCO) is to :

- 5.3.1. Be a qualified teacher.
- 5.3.2. Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- 5.3.3. Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- 5.3.4. Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- 5.3.5. Undertake day-to-day responsibility for the operation of SEN policy.
- 5.3.6. Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
- 5.3.7. Liaise with the relevant designated teacher where a looked after pupil has SEN.
- 5.3.8. Advise on a graduated approach to providing SEN support.
- 5.3.9. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 5.3.10. Liaise with the parents of pupils with SEN.
- 5.3.11. Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 5.3.12. Be a key point of contact with external agencies, especially the LA and LA support services.
- 5.3.13. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- 5.3.14. Draw up a 1-page profile of the child or young person with SEN.
- 5.3.15. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- 5.3.16. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- 5.3.17. Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- 5.3.18. Ensure that the school keeps the records of all pupils with SEN up-to-date.
- 5.3.19. Inform the child's parents that SEN provision is being made, where the child does not have an EHC plan.

5.4. Class / subject teachers:

- 5.4.1. Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- 5.4.2. Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- 5.4.3. Use appropriate assessment to set targets which are deliberately ambitious.
- 5.4.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

6. Involving pupils and parents in decision making

6.1. Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- 6.1.1. Focus on the child or young person as an individual, not their SEN label.
- 6.1.2. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- 6.1.3. Highlight the child or young person's strengths and capacities.
- 6.1.4. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- 6.1.5. Tailor support to the needs of the individual.
- 6.1.6. Organise assessments to minimise demands on families.
- 6.1.7. Bring together relevant professionals to discuss and agree together the overall approach.

7. Joint commissioning, planning, and delivery

7.1. As a school we collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

7.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.

7.1.2. Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.

- The numbers and types of settings locally that work with or educate children with SEN and disability.
- An analysis of local challenges / sources of health inequalities.

7.1.3. Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEN.
- Increasing the proportion of children with SEN whose needs are identified before school entry.

8. Funding

- 8.1. Funding of SEN is allocating the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.
- 8.2. Personal budgets are allocated from the local authority's high needs funding block and we will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

9. Local offer

- 9.1. We will cooperate generally with the local authority and local partners in the development and review of the local offer.

10. Identification

10.1. To identify pupils with SEN, we :

10.1.1. Assess each pupil's current skills and levels of attainment on entry.

10.1.2. Make regular assessments of all pupils to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

10.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point, (A child in reception remaining at emergent on the EYFSP or on the schools assessment scales.)

- 10.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

11. Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and headteacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN support level may need to be made.

12. SEN Support

SEN support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded as requiring SEN support

1. Children who have needs similar to other children with additional needs within the class, e.g. Lack of phonic knowledge or phonological skills, spelling
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. The decision will be made whether these children could have group targets or have individual targets but with some in common. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA

The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo. The children will all have an individual education plan which outlines the support they will receive in class. The support will have measurable targets to review the impact. The plans will be shared with parents and also pupils where appropriate and reviews will take place 3 times a year.

Children whom we consider to have more severe, complex or longer term needs, may require the involvement of specialist services or Interventions outside the adapted classroom curriculum. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services may contribute to planning, monitoring and reviewing of the child's progress.

Interventions may include:

- Speech or language therapy programmes
- Occupational therapy programmes and advice
- Behaviour support plans and advice and support of the Behaviour Support Service
- Individualised interventions such as 'Toe by Toe'

All children receiving SEN support will be recorded on the school SEND provision map. The SENDCo will keep updated copies of the provision map.

The provision map will be reviewed at least twice a year. Parents/carers and wherever possible, their child, will be fully informed at parents evenings or at other times, and will be consulted about any further action.

As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carers, may include that despite receiving and individualised

programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions.

If this is the case, a decision may be made to apply for a Graduated Response for Individual Pupil (GRIP).

13. Graduated Response for Individual Pupil (GRIP)

For a child who is not making adequate progress, despite SEN support over and above the standard provision schools are expected to make for a child with SEND, and in agreement with the parents/carers and cold (where appropriate), the school may make a GRIP application to request extra funding from the LA in order to make further provision for the child.

If agreed, documentation is returned to schools with funding agreement from the LA towards the expected outcomes written by the school.

Schools are responsible for implementing the provision and ensuring progress towards outcomes. The allocation is for one year from the approval date and the date it will cease is specified in the letter to schools. When the plan is due for review this is done by the school with parents/ carers and any services involved and the evaluation form is completed showing recommendations.

Each year new outcomes must be written for the following year and if appropriate GRIP funding can year on year or be reduced, increased or ceased depending on progress.

For a child with more complex needs unable to be met by the GRIP and possibly requiring support from Health and Social Care Services, as well as Education, and in agreement with parent/carers and the child (where appropriate), a decision may be made to ask the LA to carry out a statutory assessment of the child's educational, health and social care needs.

14. Educational Health Care Plan (EHCP)

A child who has an Education Health Care Plan will continue to have arrangements as for GRIP and additional support that is provided using the funds made available through the EHCP.

There will be an Annual review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LA whether changes need to be made, either to the EHCP or to the funding arrangements for the child.

15. Assessment

In consultation with the pupil's parents, we will request a statutory assessment of SEN where the pupil's needs cannot be met through the resources normally available within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

16. Education, Health and Care (EHC) plans

The school will respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

The school will admit any child that names the school in an EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.

The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

16 Reviewing an EHC plan

At Dinting we will:

Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.

Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

Seek advice and information about the pupil prior to the annual review meeting from all parties invited.

Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.

Cooperate with the local authority during annual reviews.

Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

17. Data and record keeping

As a school we will:

Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.

Maintain an accurate and up-to-date register of the provision made for pupils with SEN.

Record details or additional or different SEN provision on a provision map.

18. Confidentiality

In accordance with the school's confidentiality policy we will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.

On the order of any court for the purpose of any criminal proceedings.

For the purposes of investigations of maladministration under the Local Government Act 1974.

To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

To Ofsted inspection teams as part of their inspections of schools and local authorities.

To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.

To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

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