



Policy for SEND

Reviewed December 2019



SCHOOL POLICY FOR SEND

School Aims:

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.

Policy Aims

Our specific aims and aspirations for children with SEND at Dorridge Primary School are:

1. To ensure that children and young people with SEND engage in the full range of opportunities offered by Dorridge Primary School alongside pupils who do not have SEND.
2. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
3. To make every effort to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
4. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
5. To work in partnership with the Local Authority and outside agencies including health professionals.
6. To work in partnership with parents/carers and children in order to help them to be the best they can be.

This policy aims to set out how our school will support and make provision for pupil's with special educational needs and disabilities.

This SEND policy should be read in conjunction with our school's Local Offer (also called the SEN Information Report) and our Accessibility Plan.

Introduction

What are special educational needs (SEN) or a disability?

At Dorridge Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**.*

*Disability: Many children and young people who have SEN 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 such as asthma, diabetes, epilepsy and cancer.*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Pupils identified as having additional needs would be in one or more of the four broad areas of need as described in the SEND Code of Practice 2014:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/ physical

Policy Objectives

In order to meet the special educational needs and disability of our children at Dorridge Primary School we must

- identify those children who have SEND as soon as possible.
- monitor and provide intervention at a suitable level when a child is identified as having SEND.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access a broad and balanced curriculum.
- use resources effectively to support children with SEND.

- assess and keep records of the progress of children with SEND.
- work with various outside agencies who provide specialist support and teaching for children with SEND.
- inform and involve the parents of children with SEND so that we can work together to support our children.
- encourage active involvement and motivation by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEND.
- set targets for learning.
- create an effective learning environment.

Co-ordinating Provision - The SEND Team

The SEND Governor

The current Governor with responsibility for SEND at Dorridge Primary School has regular contact with the Inclusion Manager/SENCo and the Senior Management of the school to keep up-to-date with, and monitor the school's SEND provision. School must make an annual information report to parents on the school's current SEND provision which is currently available on the school's website (named The School Offer). The SEND Governor is Mrs Amanda Doyle.

The Inclusion Manager and SENCo

The Inclusion Manager and SENCo is Mrs Robyn Morrey who is responsible for the arrangements for SEND provision throughout the school. She is supported by Mrs Yvonne Bayliss who is the Assistant SENCo.

The SENCo and Inclusion Team:

- has responsibility for the day to day operation of the SEND policy.
- maintains a termly register of children with SEND, and ensures that the records on children with SEND are up-to-date including Education Health Care Plans.
- identifies children with SEND in collaboration with staff, parents and other professionals.
- works closely with the Head teacher, the Senior Management Team and the teaching and support staff in co-ordinating provision for our SEND children.
- meets weekly with and manages Child Specific Teaching Assistants employed to work with individual children with SEND throughout the school as well as other TA's in school.
- works closely with the parents of children with SEND.
- liaises with outside agencies and the Local Authority Plan Coordinator to gain advice and support for children with SEND.

- contribute to in-service training for staff on SEND issues.
- disseminate good practise in SEN across the school.
- provide appropriate resources within the SEN budget to support all staff.
- attend relevant meetings, case conferences and other forums.
- facilitate the transfer of SEND pupils between the different phases of schooling.
- are part of the Senior Management Team

The SEND Support Staff

The school employs a number of TLSAs to support the SENCo in delivering learning programmes to children with SEND throughout the school. They are deployed as follows:

TLSAs work within the classroom to support the teacher in delivering good quality first teaching and universal provision to all pupils. They also work with individual children and with small groups on very specific intervention programmes. They meet with Year Leaders, teachers and the SENCo regularly to plan and review, and to adapt the learning programmes they are delivering, if necessary.

Children with Education Health Care Plans are supported on an individual basis by Child Specific Teaching and Learning Assistants employed by the school from the funding delegated by the Local Authority for this purpose. They meet with the SENCo on a weekly basis to plan, review and amend practice as well as for training and CPD purposes.

Admission Arrangements

Children and young people with SEND have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the Head Teacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Access to the School Environment

The School has established an Accessibility Plan to promote equality of opportunity for disabled pupils. This sets out to improve access to facilities and the physical environment of the school as well as curriculum and information for pupils. The Accessibility Plan will be reviewed annually and amended every 3 years.

Some internal staircases and steps to outside do not allow for wheelchair access but external alternative routes are available. There are Disabled toilets situated in both of the Key Stage 1 buildings and in the entrance to the Key Stage 2 building. A lift has been installed in KS2 to provide access to the first floor and an Evac Chair has been purchased to be used in the case of an emergency evacuation.

Please see the School's Accessibility Plan for further information.

Access to the Curriculum

The SEND provision at Dorridge Primary School is based upon the principles of a **Graduated Approach; Assess, Plan, Do and Review** that recognises each child's strengths as well as areas for improvement.

Teachers will:

- set suitable learning targets
- respond to children's diverse learning needs
- overcome potential barriers to learning.

According to the SEND Code of Practice, where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

- **Assess:** Termly Assessments, Pupil Progress Meetings and regular Intervention Assessments support this part of the cycle.
- **Plan:** A Provision map outlining individual targets and interventions that is completed in a meeting with the relevant year group team and SENCo. Staff will look through any EHC plans or external agency reports to help plan. Individual targets are written and interventions are planned accordingly.
- **Do:** The Provision map is referred to constantly whenever planning and reference is made to individual targets in plans. Lesson plans are annotated to reflect progress towards the target during the lesson/through marking. Adaptations to provision and targets are made throughout the 'Do' part of the cycle. Teachers and TAs are very reflective in their practice and amend their teaching and provision accordingly.
- **Review:** This part of the process is through end of term assessments, Pupil Progress Meetings in Year Groups, Accountability meetings with SMT, Review Meetings with parents and the SENCo, Provision Mapping and a planning sessions with the staff and SENCo.

The Cycle of Meetings should happen on a termly basis when end of term assessments have been completed.

All children on the SEN register have termly reviews.

Any child at SEN Support has a review involving the teacher and parents. This should take place as part of parents evening but may need to be arranged at an alternative time. The SENCo will also aim to see as many parents as possible on a termly basis through regular meetings throughout the term or at parents evenings.

Any child with a My Support Plan or EHC plan should have a termly review involving the parents, teacher and SENCo. Those with an EHC plan will also have an annual review involving all agencies.

Strategies used to enable access for all children to the Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- group children according to ability for English and Maths to ensure that tasks are suitably matched to ability.
- use of a range of multi-sensory teaching styles and learning opportunities which recognise the individual learning styles of the children in the class.
- use of TLSAs to provide additional support within English and Mathematics lessons.
- small withdrawal groups and 1:1 teaching by the SEND staff.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through computing and technology and the use of specialist equipment
- peer group support through mixed ability grouping, paired reading and “buddy” systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- access to extra-curricular clubs, and to the social life of the school.
- access to a Family Support Worker for both children and parents.
- training for all staff on the needs of children with SEND.

Resource Allocation

Resources for non-statemented provision for SEND at Dorridge Primary School are funded according to the LA. The funding covers the cost of the staffing, resources and training needs for SEND in all Key Stages.

Resources for children with EHC plans (over £6000) are delegated directly to the school from the LA. The school uses this funding to employ Child Specific TAs to work specifically with each child who has an EHC Plan. The delegated budget also pays for some specialist equipment.

In addition the school invests in regular visits throughout the year from SISS (Solihull Inclusion Support Service), SENTAA (Special Educational Needs Teaching Assessment and Advice) and SCEPS (Solihull Community Educational Psychology Service) to work directly with the child or to advise the support staff. Termly planning meetings are held between the school and Solihull Specialist Inclusion Service, SENTAA and SCEPS to ensure value for money.

Identification and Assessment

At Dorridge Primary School we identify children with SEND as early as possible. Throughout the school we monitor the progress of all children by an ongoing process of planning, teaching and assessment, as well as the graduated approach. Children with SEND may be identified at any stage of this process during their school life.

In Early Years Foundation Stage the assessments used are:

- Teacher assessments at the start and end of the Foundation Stage year
- Baseline assessment test
- Ongoing Learning Journals
- Termly Teacher Assessments in all areas of learning.

In Year 1 to Year 6

- Ongoing profiles of progress towards objectives in all curriculum areas
- Termly assessments of progress in English and Mathematics.
- Teacher Assessment for both core and foundation subjects.
- Use of the Development Walls and Performance Standards for those pupils working significantly below their year group.
- National Phonics Screening Check.
- End of Key Stage 1 and 2 SATs tests.
- Pre-Key Stage Standards.

“Triggers” for Further Intervention

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child’s needs. We have adopted a graduated approach where the level of intervention increases whenever adequate progress is not being made or the children are not reaching their full potential.

The “triggers” for further intervention are one or more of the following:

- Concerns raised by parents and/or members of staff in consultation with the SENCo.
- Baseline assessment indicating poor early learning skills at the start of Early Years Foundation Stage.
- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working below the age related expectation for that Year group
 - the attainment gap between the child and their peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.
- the class teacher’s annual assessment profiles are showing underachievement in one or more curriculum areas
- low scores in diagnostic testing

- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- self-help skills, social and personal skills inappropriate to the child's chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other adults concerns eg from medical services, Educational Psychology, Children Services.

The Graduated Response

1. Identified Concerns (Record of Concern)

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCo, The Family Support Worker and the staff who have responsibilities for pastoral, medical and safeguarding issues (Designated Safeguarding Lead: DSL)

In consultation with SMT the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem. The SENCo may be then be involved to offer support and guidance for the class teacher and parents.

The teacher will inform the SENCo of the concerns and make a record of the child in the category, "RoC". The child will then be closely monitored.

2) SEN Support 1

If a child continues to make inadequate progress despite the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCo look at the evidence of inadequate progress, this also includes external reports obtained by parents/carers; and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

Individual Targets are written by the class teacher with support from the SENCo for the child. This sets out the learning or behavioural targets (usually up to 4 in all) that the child

is working towards, and describes the strategies, interventions and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and they are sent out to the parents. Progress towards the targets is discussed at parent's evenings, or by request at other times through discussions with the class teacher or SENCo.

At Parents evenings or meetings arranged throughout the year, decisions are made about the future actions that may be taken to meet the child's needs. All targets are recorded on the termly Provision Plan.

These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

3) SEN Support 2

If a child continues not to make adequate progress with a Provision Plan in place, the teachers, supported by the SENCo, will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include an Educational Psychologist, Specialist Inclusion Support Service, Social, Emotional and Mental Health, Childhood and Adolescent Mental Health Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy and the Specialist Assessment Service. With their help, strategies which are **additional to or different from** those at SEN Support 1 will form the basis of future Provision Plans.

PLEASE NOTE: A REFERRAL TO AN EXTERNAL PROFESSIONAL OR AGENCY REGARDING SPECIAL EDUCATIONAL NEEDS WOULD NEVER BE DONE WITHOUT DISCUSSION WITH AND THE PERMISSION OF PARENTS.

Request for EHC Plan

As of September 2014, If the child continues not to make adequate progress, the school, through the Head teacher and SENCo, will request an Education Health Care Plan. The plan should feature all the services (education, health and social care services) which the child has relied upon. Different services will work together to produce the plan. The plan will set out the learning and life outcomes sought for children and young people. The Code of Practice covers the 0-25 age range. The system aims to put young people and their families at the centre of the discussions about the support they receive.

An EHC Plan is a legally binding document which sets out the provision the child **must** receive to meet his/her SEND. The LA provides the school with additional funds to go towards the costs of this provision. This is used for TSLA support and/or specialist teaching and equipment. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA is invited to the reviews and will attend if possible

Some children, particularly those with physical disabilities, Sensory impairments or serious medical conditions may already have an EHC plan when they start in the Early Years

Foundation Stage. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school.

INSET Arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA. The school governors are also informed of courses on disability and SEND issues and are invited to attend.

The Inclusion Manager regularly attends courses on SEND issues run by the LA. They also attend school INSET sessions about other areas of the curriculum to ensure they are aware of current practices in these areas and any future developments which may affect children with SEND. The Inclusion Manager also works with other SENCo's within Solihull Local Authority as part of the Rural Solihull Schools Partnership.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The Inclusion Manager also leads INSET sessions for the school staff on specific SEND issues as they arise.

Links with other Schools and Transition

The SENCo and the Early Years Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEND who will be starting school at Dorridge Primary School. When a child already has an EHC Plan they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

At Y6 transition the SENCo provides information on request to the local Secondary Schools about children with SEND who have chosen to go there. For all children on the register, the SENCo arranges a meeting with the SENCo from the chosen Secondary School, the class teacher at Dorridge Primary School, the parents and the child during the summer term prior to transition. An additional transition morning is arranged for specific children on the register to attend the local school prior to the whole school transition day. The purpose of this morning is to reduce any anxiety the children may have regarding transition.

If a child leaves at any other time during their school career, records are passed on to new schools and the SENCo offers to speak to or meet with the SENCo at the child's new school.

Year 2 children have a timetable arranged devised by the Year 2 staff in liaison with the SENCo to meet Year 3 staff, meet the Learning Support team and familiarise themselves with the building.

A careful programme of transition exists throughout school to try and ensure as smooth a transition as possible between year groups. Pupil Profiles are made for each child with

SEND and these are given to new teachers. The SENCo holds transition meetings for the most vulnerable pupils in the summer term before they move. Parents as well as current and new teachers are all invited. Teachers meet in Year groups to discuss pupils in the summer term. The SENCo then also meets with all teachers on the first day back in September to talk about all pupils on the SEN register.

Partnership with Parents

Parents of children with SEND are kept informed of the provision that is being made for their children. Parents receive a copy of the child's targets each term and are invited to review progress towards them at the class Parent's Evenings and at review meetings, as well as other meetings as required throughout the term. Class teachers and the SENCo have regular meetings with parents and encourage active involvement with the school to help their and support their children. The SENCo and Assistant SENCo keep in regular contact through emails and phone calls, as well as meetings and informal conversations with all parents and carers of those children on the SEN Register. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The SENCo holds additional parents evening every term for parents of children on the Special Educational Needs Register.

SEND coffee mornings are scheduled termly with the school's Inclusion Team to provide a network meeting to support parents of children with SEND.

Issues Arising with SEN

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents continue to be concerned, they should speak to the Year Leader and then to the SENCo and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

Parents are able to access various agencies for support such as the SEND Partnership Service.

Support Services for parents of pupils with SEN include:

- Solihull SENDIAS

'Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. We are legally trained to offer information advice and support to children, Young People & their parents, to help them make informed decisions and play an active role in their own or their child's education. We explain SEND processes and procedures in straight-forward language so everyone knows what to expect and what part they play'

Contact us via

Telephone: 0121 516 5173

Email: Solihullsendias@family-action.org.uk

Website: www.family-action.org.uk/solihullsendias

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

Monitoring the Success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- Ongoing teacher and TA observations of the child in the daily classroom setting
- Differentiated short-term planning by the class teacher to meet the child's needs
- Records and evidence of the child's work showing progress towards targets and curriculum objectives
- Evidence of progress towards Provision Plan targets
- More age-appropriate scores on standardised testing
- Records and evidence of the child's progress towards improving behaviour
- Discussion at an appropriate level with the child about their progress
- Discussion with parents about the child's progress
- Discussion with outside agencies about the child's progress

Evaluating the Success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEND .
- regularly reviewing of the child's progress against targets set.
- providing additional or alternative intervention if progress is not adequate.
- receiving appropriate funding from the LA to support the child's needs at EHC Plan level.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.
- Termly review of the Provision Map and Pupil Progress Meetings attended by a member of the Inclusion team.

Review of Policy

This policy will be reviewed in December 2020.

Solihull's Local Offer for Special Educational Needs:

The LA has developed their Local Offer in line with the Access and Inclusion team. We have been working to follow the guidance of the authority. The Solihull Local Offer can be accessed via the following link:

<http://www.solihull.gov.uk/Resident/Schools-learning/SENDlocaloffer>

Dorridge Primary School's School Offer and Information Report is currently available on the school website.

Glossary of Abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
CLD	Communication Learning Difficulty
EAL	English as an Additional Language
EHC Plan	Education and Health Care Plan
HI	Hearing Impairment
INSET	In-Service Training
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PPS	Parent Partnership Service
RoC	Record of Concern
RSSP	Rural Solihull School Partnership
SALT	Speech and Language Therapy
SEMH	Social, Emotional, Mental Health
SEN Support	Special Educational Need Support
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SENTAA	Special Educational Needs Teaching, Assessment and Advice
SISS	Specialist Inclusion Support Service
SLD	Severe Learning Difficulties
TLSA	Teaching and Learning Support Assistant
VI	Visual Impairment