

# Ditchheat Primary School



## Special Educational Needs and Disabilities

Special Educational Needs and Disabilities Coordinator (SENDCo): **Jo Crook**

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Reviewed and agreed by:

Full Board:

Headteacher:

Date:

Date of next review: Spring 2023

**This policy is reviewed with the support of staff, parents and governors regularly.**

**Values:**

At Ditchheat Primary School we believe that all children should have the opportunity to thrive, aspire and enjoy learning, in school and in their futures. We believe that all children learn in different ways and should therefore be provided with a curriculum and learning environment that will be able to best fit their needs. All teachers are teachers of all children.

We define pupils with special educational needs and disabilities (SEND) as a child who requires provision that is 'different from and additional to' that of the universal provision that is offered in class. We believe that the early identification of a child's needs is important to be able to support them academically, physically, emotionally or socially. The participation and cooperation of the pupil, parent and school is vital in reaching successful outcomes for a child with SEND.

We are committed to following the SEND Code of Practice (2014).

**Aims and objectives:**

We will...

- Provide a broad, balanced and relevant curriculum that is accessible to all children.
- Provide an environment where all children have the opportunity to thrive.
- Provide effective, appropriate support for our pupils.
- Promote an environment where all children understand the diverse learning needs of others.
- Give pupils an opportunity and voice to express their thoughts and feelings about their learning.
- Identify the learning needs (academic, physical, social or emotional) of pupils at an early stage, reviewing these regularly.
- Pupils, parents and the school are actively involved in working together to ensure a child has the appropriate provision and they are getting the best outcomes.
- Communication with parents is clear, inclusive and accessible.
- Staff are provided with training and/or support that fits the needs of our pupils.
- All staff demonstrate our core values towards SEND.
- Track the progress and attainment of pupils and review termly to ensure provision is adequate and needs are being met.
- Work with outside agencies and support services to provide information that will support pupils.
- The SENDCo will disseminate relevant and appropriate updates or changes to staff, regarding SEND.

**Identification and Assessment of pupils with Special Educational needs**

The SEND Code of Practice 0–25 (2014) describes four broad categories of need:

- Communication and interaction - including speech, language and communication difficulties and ASD
- Cognition and learning – including moderate, severe and profound learning difficulties with associated difficulties around sensory, mobility and communication and physical disabilities
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

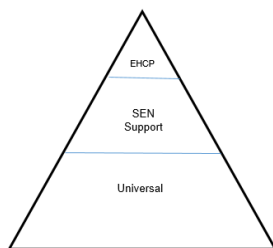
These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a

pupil into a category. All teaching staff are expected to deliver quality first teaching in providing for all pupils. The pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The school assesses each child's levels of attainment on entry in order to ensure that we build on patterns of learning and experiences already established during the child's pre-school years. This is monitored through classroom observations and the use of the Early Years Foundation Stage Profile. Throughout a child's life in the school, a range of information is used to monitor progress e.g. teacher assessments, test results, advice from external professionals, formal and informal observations. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or achievements fall significantly outside the expected range might be identified as experiencing special needs. The school's system for assessing the progress of children will provide information about areas where a child is not progressing satisfactorily. When this occurs, class teachers will consult the SENDCo to consider what else might be done. This review may lead to the conclusion that a child requires support over and above that normally available within the class or year group. The key focus is that current rates of progress are of concern and these might fall into a number of different categories:

- differing academic attainment
- an inability to access the whole curriculum
- concerns over a child's behaviour
- concerns over a child's social or emotional health and well-being
- support required for children experiencing physical difficulties

### **Graduated response:**



### **Universal provision**

Universal provision is made for all children. All teachers are teachers of special educational needs. Most children will make progress through the normal differentiated curriculum. Class teachers are responsible for ensuring the progress and development of pupils in their class, including any further provision that may be required for pupils. The class teacher, or pupil's parent, can raise concerns for a pupil regarding SEND and can instigate an Assess Plan Do Review (APDR) cycle using a provision map **toolkit**. This will closely monitor the class-based provision and progress of the pupil. Parents will be informed if the class teacher feels pupils are in need of an APDR cycle.

If the child is not making progress with 'universal' provisions in place, and is working significantly outside the expected stand for their age, they may have a special educational need. This will be escalated to the SENDCo for further support. Further assessment and support from outside agencies may be sought to further identify the issues at the core of the SEND. Where advice is needed from an outside agency, parental permission will be sought beforehand.

### **SEND support**

If a child is identified as requiring SEND support, this identifies that their needs are 'additional to and different from' those provided for children under Universal provision. When deciding whether special educational provision is required, we will consider all of the information gathered from within the school about the pupil's progress, alongside national

data and expectations of progress. If it is agreed that the pupil has a special educational need – with the support of the parents - then, depending on the level of need, will become 'SEND support' and become part of focused whole school SEND provision and monitoring. Pupils on SEND support will be in receipt of a Pupil Passport (following the APDR format) that will detail their specific provision and will be reviewed regularly throughout the year. Pupil Passports are the responsibility of the class teacher and monitored by the SENDCo.

#### LA Action (Education and Health Care Plans)

If the pupil requires further, individualised support then the SENDCo will refer to the local authority. LA Action is determined through statutory assessment and the issuing of an Education and Health Care plan (EHCP) where the LA decides the SEND provision on an individual basis. EHC Assessment involves evidence from a range of professionals. An EHC is issued where the LA considers there is convincing evidence that, on the basis of individual need, the LA needs to determine provision.

#### Managing pupils needs on the SEND register

For pupils that are on the SEND register, the class teacher will provide interventions that are additional to those provided as part of the 'universal' provision. Pupils on the SEND register will be in receipt of a Pupil Passport which monitors the child's progress, details the provision required, the types of targeted support and targets for the pupil. Pupil Passports are the responsibility of the class teacher to complete with parents and pupils and include:

- Important information about the pupil (their likes, interests and areas of difficulty)
- Short-term targets (that are pupil-friendly) which includes one chosen by the pupil (if appropriate)
- Teaching strategies to be used
- Provision to be put in place
- A review section to be completed by the pupil, parent and class teacher.

Pupil passports are reviewed at the end of every term. The SENDCo monitors the provision of pupils through these Passports and can also support the class teacher in the writing of the Pupil Passport, as well as be involved in the review.

The Pupil Passport can be seen by anyone that will work with the child to ensure they are consistently receiving the appropriate level of support.

#### Monitoring and evaluation of SEND

The SENDCo will monitor and evaluate the provision of education for pupils with Special Educational Needs by:

- Overseeing the day to day operation of the school's SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising teachers
- Tracking and regularly reviewing interventions across school and the progress pupils make through these
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs; noting their feedback on provision
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's Learning Support Services, Speech, Language and Communication Services, Emotional Health & Well Being Services, Educational Psychologists

#### SEND Training

Training will be made available to:

- All teaching and support staff in order for them to meet the needs of children they work directly with in their classes, for example: Team Teach, Somerset Total Communication, Dyslexia Friendly Schools
- All staff in order for whole school SEND issues to be addressed, for example: attachment training for pupils with attachment difficulties.
- The SENDCo to ensure up to date practice and information are disseminated
- The SEND governor via governor training

### **Roles and responsibilities**

The current SENDCo is Jo Crook.

The Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo) includes:

- Overseeing the day to day operation of the SEND Policy
- Supporting and advising colleagues
- Co-ordinating provision for children with special educational needs
- Monitoring the progress of children with Special Needs and setting targets for improvement
- Overseeing records of children with special educational needs
- Liaising with external professionals
- Liaising with parents
- Supporting staff in-service training
- Reporting to the Governing Body and SEND Governor
- Coordinating and writing up annual reviews, school entry planning meetings and SEND consultation meetings

Kate Webber is the SEND Governor.

The SEND governor works closely with the SENDCo to review SEND across the school and ensure that the school upholds the SEND Code of Practice. The SENDCo and SEN governor meet termly to discuss SEND across school and meet annually to discuss and complete the SEND annual report to governors.

The Governing Body as a whole have a responsibility to:

- Have regard to the SEND Code of Practice
- Ensure information on SEND provision is included within the school prospectus
- Ensure all teachers are aware of their role in providing support for children with SEND
- Ensure the SEND Policy is reviewed annually
- Understand how the school responds to the graduated response for the inclusion of all children

### **Links with outside agencies**

The school will seek advice (with parental permission) from outside agencies when this is required. Parents will be kept informed of support received.

Services most often accessed include: Learning Support Services, Educational Psychology, the Speech and Language team and Autism and Communication.

We work with other schools such as the Tor School and Mendip School for outreach support.

We also have close links within our family of schools – Ansford Federation (ALP) – to undertake specific development opportunities, share expertise or provide additional training.

### **Admission arrangements for children with SEND**

Children with special educational needs are admitted into school on the same basis as for children without additional needs. Admission into the Early Years Foundation Stage class is arranged by the teacher concerned and is initially on a part time basis. The school has close links with pre-school provision in order to support the needs of all children entering the

school. A School Entry Plan is put in place for children with identified special needs. Additional funding is sought, if necessary, in order to support a smooth transition into the school. Some children will move into the school with funding already in place.

### **Transfer Arrangements**

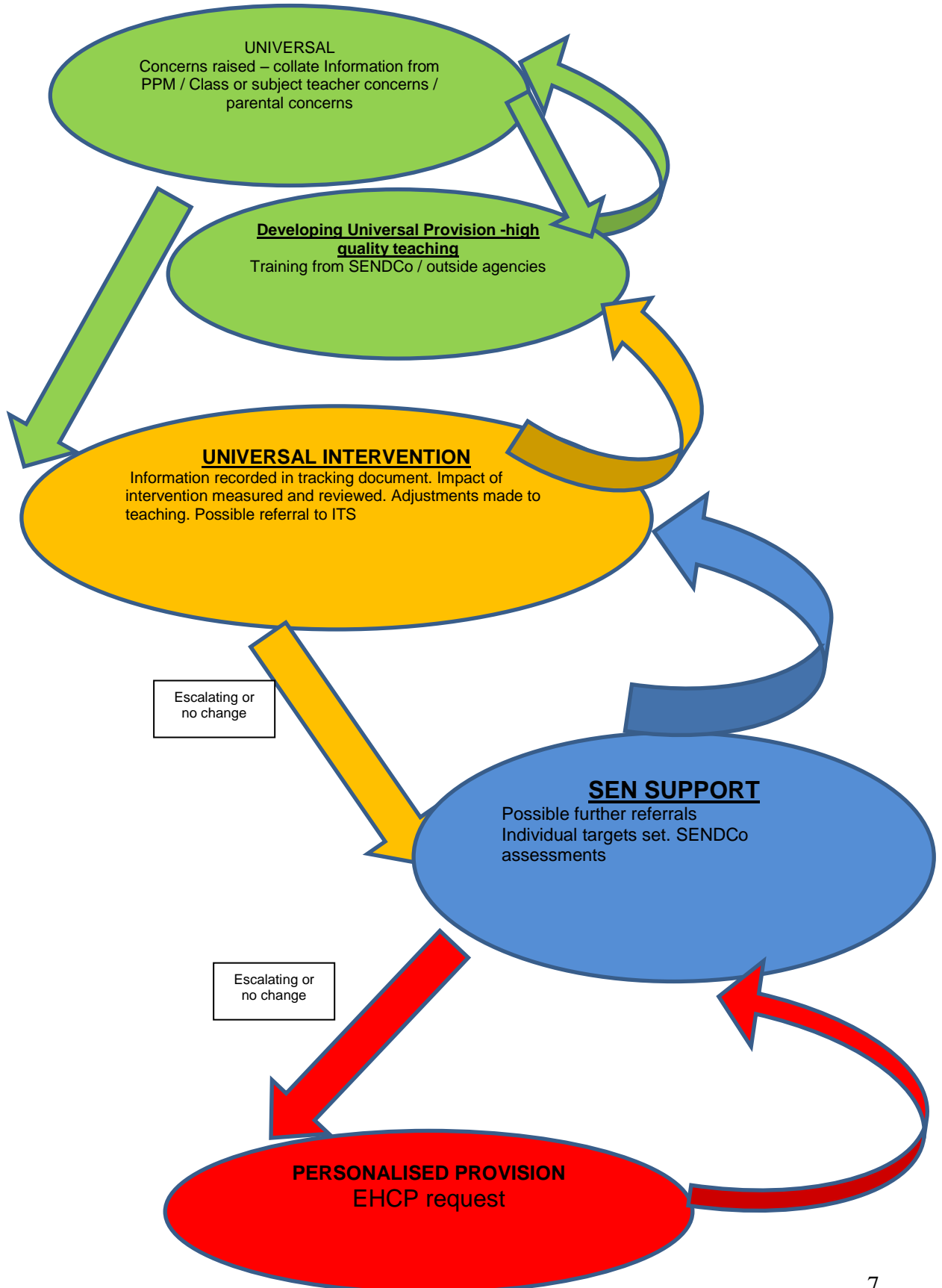
Prior to transfer to secondary education, contact is made between the SENDCo and the receiving school's SENDCo to pass on all relevant information about an individual child's needs and the current levels of provision.

Where a child transfers to another school or to our school, the SENDCo will endeavour to contact the relevant school to pass on, or gain, the relevant information.

## Appendix 1 The Graduated Response

Example of Graduated Response, pupils and funding.

Assess Plan Do Review Cycles



# Name

Month/Year

Picture here

What people like/admire about me

- 

Things I find difficult:

- 
- 

Things I do well and enjoy:

- 

Learning is better for me when (Universal):

- 

I would like to achieve:



Ways I like to be supported (Additional provision):

-



Review comments	
Pupil	
Parent	
Teacher	

Signed by

Pupil:.....

Parents:.....

Class teacher.....

SENCO:.....

