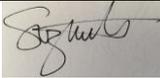


# Stickland's Primary School

## SEND Policy 2020

Adopted date:	17-11-2020
Signature of Headteacher:	
Signature of Governing body:	
Next review date	October 2022

### 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 Stickland's Primary School

The designated teacher responsible for coordinating SEND provision for children/young people is: Ruth Adler. This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND and disability provision for children/young people at Stickland's Primary School is: Ruth Adler.

The Governor with oversight of the arrangements for SEN and disability is: Kevin Roberts

This policy was developed in conjunction with:  
Staff, parents/carers and governors.

### AIMS AND OBJECTIVES

Stickland's Primary has high aspirations for all children identified as having SEND in our school. 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.

We have high expectations and aspirations for all children at Stickland's Primary including and particularly those children with SEND, our school provides a focus on outcomes for children and young people and not just hours of provision and support.

## 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 help them to support children with special educational needs and disability.

**OBJECTIVES** To identify and provide for children who have special educational needs and additional 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 School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

All of the appropriate are published on the website and are reviewed on a regular cycle.

It is the role of the Head teacher to support children from other vulnerable groups, e.g. LAC, Pupil Premium, CIC, EAL.

## ADMISSION ARRANGEMENTS

Stickland's Primary School uses 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 Stickland's Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Stickland's Primary School liaises with the local authority and diocese, 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. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school. Alternatively it can be found on school website under the Special Educational Needs tab or directly through

## **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.

The school has a range of specialist SEND facilities in place.

- Physical environments – acoustic tiling
- Assistive technology
- Increased access to the curriculum and assistance during examinations

## **SEN 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. [https://www.sticklands.dorset.sch.uk/website/special\\_education\\_needs/220499](https://www.sticklands.dorset.sch.uk/website/special_education_needs/220499)

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.

Further information can also be found on the local authority's website. [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) The 'local offer' holds a directory of facilities and resources available from many services within Dorset; including the County policies for identifying, assessing and making provision for children with SEND.

## **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 plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

Communication and Interaction needs are dealt with on an individual basis – issues can be raised by all parties; they are raised with teachers, SLT and SENCO, and provision discussed and put in place.

Cognition and learning. – as part of our monitoring cycle teaching staff upload all children's age appropriate attainment levels on SCHOOL'S TRACKING SYSTEM termly – levels are then scrutinised by SLT and SENCO in relation to age appropriate expectations and targets set, discussions are had with teachers and levels of support are agreed for each individual child or group of children – this includes all categories of SEN support at an academic level. Discussion surrounding concerns also happens on an informal basis where strategies are suggested and put in place before any formal interventions are applied.

Sensory and/or physical needs are dealt with on an individual basis – issues can be raised by all parties; they are raised with SLT and SENCO, teachers and provision discussed and put in place.

Social/Emotional and mental health needs are dealt with on an individual basis – this can involve internal referral to our ELSAs or may involve discussion with SLT, SENCO, teachers and assistants to plan/initiate interventions.

Parents play a key/pivotal role in the process and are engaged at a very early stage for children with all categories of SEND. This process begins with a two way informal discussion with parents and they are involved throughout the whole process including signing provision map and/or IEP, attending review meetings, meeting with specialist services and acknowledging parents' key role in the process.

Specialist services are requested when children require support that is more/above that than the school can offer or they require specialist teaching, resources or expertise. All referrals are made following discussion with parents.

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 teaching 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 in writing that special educational provision is being made.

The SENCO 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.

- 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 SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEND and or a disability, Stickland's Primary School adopts 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.

- Teaching observations ensure high quality first teaching – including differentiation and targeting the specific needs of individual teaching.
- Levels are put on the school's tracking system termly – these are scrutinised by SLT and SENCO and discussions are had with teaching and support staff and interventions are timetabled and put in place according to need and availability – children can be grouped together according to level/need from across classes if necessary/appropriate.
- SEN support can begin at any point in the year.
- IEPs are created for each child whenever SEN support begins at any point in the year.
- IEPs are reviewed termly
- Teachers are responsible for creating and updating IEPs and are signed by the student, parent/carer, class teacher and SENCO.
- Teachers are responsible for monitoring the effectiveness of interventions and the impact that they are having on children's learning.
- Each intervention has an assessment on entry and then further assessments are carried out to assess progress and effectiveness of intervention.
- Interventions and the progress made are discussed at parent consultation meetings or at other individually arranged meetings.
- If the first class teaching and interventions are not meeting the needs of the child – specialist services will be engaged following referral processes. .
- Parents are invited to discuss the procedure before referral and are kept informed throughout the process. Children are also involved in this process should it be deemed that they are emotionally/mentally able to do so – this can be restricted by the age of the child but is not purely limited to this.
- Should it be deemed necessary an EHCP application will be made in conjunction with parents and all relevant agencies.
- If the school identifies that a child's needs will be prolonged and significantly higher than the allocated funds from the school budget and SEN allowance, additional funding will be applied for from the Local Authority's High Needs Block. This funding is likely to be made in conjunction with, or following an EHCP application. The SENCO, Headteacher and parents will all be consulted with prior to the application.
- All children (including those with SEND) are tracked at least termly in reading, writing and maths. This information is put on the school's tracking system and looked at by the SLT and provision put in place accordingly. If a child is having a specific intervention then this will have its own assessments (entry and exit criteria) which will be looked at by the person carrying out the intervention and the class teacher. This information is then shared with SLT – including SENCO).
- Individual children (including those with SEND) are discussed at termly pupil progress meetings attended by Teacher, SENCO and Headteacher).

[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 at least termly – progress is calculated according to starting points; discussions are had with teaching and support staff, parents and the child if appropriate and consideration is given to the appropriateness and effectiveness of the current intervention. The SEN Governor takes part in the monitoring and evaluating of SEN as part of the monitoring cycle.

## **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 EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

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 policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Stickland's Primary 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 Stickland's Primary School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the School's policy on "Supporting children at school with medical conditions".)

## **TRANSITION ARRANGEMENTS**

Stickland's Primary School is 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.

We have very close relationships with our feeder pre-schools and have regular meetings to discuss any SEN or potential for SEND including carrying out specific SEN transition meetings. We also offer information sessions for new parents where issues can be brought up and discussed and provision put in place if necessary.

Teaching staff have regular contact to discuss transition of pupils from one class to the next; information is transferred and provision remains continuous should it be appropriate.

All SEN files are passed on to Secondary schools and discussions are held regarding individual children should it be deemed necessary or of benefit.

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 EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. 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.

The SENCO will provide information on specific needs for new staff.

The SENCO will attend local network meetings for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Governors who require training around their responsibility relating to Supporting children at school with medical conditions will need to request this via Governor Services.

## **SEN INFORMATION**

Stickland's Primary School presents its SEN information in three ways:

- i. by information placed on the school website which can be found [www.sticklands.dorset.sch.uk](http://www.sticklands.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.

Our school website has a tab under which the following information on SEND is held:

- ✓ The SEND Policy

- ✓ The school's SEN Information
- ✓ Link to Dorset's Local Offer website
- ✓ The policy for Supporting children at school with medical conditions
- ✓ The Accessibility Plan
- ✓ Link to the Equality information
- ✓ Link to school admissions information

## **ACCESSIBILITY**

Stickland's Primary School publishes its Accessibility Plan on the school website; this information can be found under SEN tab. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school. Alternatively it can be found on school website [www.sticklands.dorset.sch.uk](http://www.sticklands.dorset.sch.uk) under the Special Educational Needs tab or directly through <http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=ecOUaLmRbM#q3>

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel 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.

Stickland's Primary School publishes its Complaints Policy on the school website; this information can be found [www.sticklands.dorset.sch.uk](http://www.sticklands.dorset.sch.uk)

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated as per the governors' monitoring and review cycle.

## **LINKS TO OTHER RELATED POLICIES**

Supporting children at school with medical conditions

Accessibility Plan

Equality

Child Protection

Behaviour

Data protection