

Dunton and Wrestlingworth Church of England VC Lower Schools Federation

Special Educational Needs and Disability Policy with SEN information report

Reviewed by: Nancy Sheehan Emily Argent Susan Watts Sian Gardiner	Date: Jan 2019
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Links with other policies
Child Mental Health and Emotional Wellbeing Policy

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Introduction

Everyone at Dunton and Wrestlingworth Lower Schools is committed to providing the conditions and opportunities to enable any child with Special Educational Needs and Disabilities (SEND) to be included fully in all aspects of school life.

The schools follow statutory guidance published as the Special educational needs and disability code of practice: 0 to 25 years in January 2015.

The Special Needs policy at both schools supports the stated ethos in the foreword:

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

(Dr Dan Poulter & Edward Timpson, 2015)

Policy objectives

In order to meet the special educational needs of our children we must:-

- identify those children who have SEND as soon as possible
- encourage active involvement by the children in meeting their needs
- inform and involve parents of children with SEND so that we can work together to support their child
- provide intervention at a suitable level
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum
- use resources effectively to support children with SEND

- assess and keep records of the progress of children with SEND
- work with outside agencies who provide specialist support and teaching for children with SEND
- provide ongoing training for all staff working with children with SEND

Co-ordinating provision

The SEND Governor

Sian Gardiner is the current Governor with responsibility for SEND. She has regular contact with the SENDCo and the Senior Management of the school to keep up-to-date with and monitor the school's SEND provision. The schools make an annual report to parents on the school's current SEND provision, the information for which is included in this policy.

The Special Educational Needs & Disabilities Co-ordinator (SENDCo)

Dunton – Susan Watts

Wrestlingworth – Emily Argent

The SENDCo is responsible for the arrangements for SEND provision throughout both schools. The post is currently an SLT responsibility. The SENDCo Job Specification details the responsibilities and duties of the role (please see Appendix B).

Class Teachers

The Class Teacher is responsible for the planning and assessment for their whole class including children with SEND. They instigate working practises and specific intervention programmes. This may involve differentiated activities within class, specialist group or individual work.

The Head teacher allocates specific Teaching Assistants (TAs) support to meet the needs of children with SEND per class. Teaching Assistants are timetabled to work with individual and groups of children. They feedback to their Class Teacher: TAs assist in the adaption of programmes, report on finished programmes and provide insight for the child's next steps. Class teachers incorporate recommendations from visiting professionals and for delivering specialist programmes.

Pastoral Care

A TA is available to deliver short 1:1 programmes for children with their emotional and behavioural needs. The programmes may include work on self-esteem, emotional recognition and managing behaviour.

Admission arrangements

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEND but do not have an Education, Health and Care Plan (EHC Plan) on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

Access

In line with the 2002 Special Educational Needs and Disability Discrimination Act and the 2006 Disability Discrimination Act, the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme. This is published on the schools' website.

Assessment and Identification Tools

We track the attainment and progress of all pupils:

- evidence obtained by teacher observation and daily assessment during lessons
- evidence provided by children and their parents and/or carers
- EYFS baseline data – each child is assessed against the Early Years Foundation stage curriculum in the first half term
- Year 1-4 assessment data against National Curriculum subjects
- Year 1 Phonics test and the KS1 SATs tests
- SENDCo use of the Central Bedfordshire draft guidance
- monitoring of assessment information recorded through our assessment software

- the impact of Teaching Assistants' support is monitored and evaluated by the Headteacher through progress reviews
- feedback from children and parents in reports, consultation and review

What we do to Support Learners

All Dunton and Wrestlingworth children benefit from: a range of teaching and learning approaches; a creative curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise children's strengths and achievements; access to ICT; and a broad range of extra-curricular activities.

Quality First Teaching

The first stage of support for all children is supplied through **Quality First Teaching**. The child, parents and/or carers, and teaching staff meet to identify areas of individual need. Together, we develop strategies and provide resources to ensure personalised learning. This might mean highly differentiated work or a short intervention e.g. further phonics or reading practise.

Children often make good progress with well-timed and targeted provision. The strategies and subsequent progress is monitored closely through our ongoing assessment process. Interventions are recorded in year group files in case of future reference; the files are kept securely in the office.

What is SEND?

At different times in their school career, a child may have a special educational need. According to the code of practice, January 2015:

“A pupil has Special Educational Needs (SEN) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

The code further identifies areas of need which are:

“Special educational needs and provision can be considered as falling under four broad areas

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs”

Identifying SEND need

Children that are identified as making less than expected progress are then prioritised for intervention.

“This can be characterised by progress which:

- is significantly lower than those of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap”

SEND Interventions

SEND Support Plan, Stage 1

The next stage of support, where provision is different or additional to those of other children, would require the completion of a **SEND Support Plan, Stage 1**. A meeting between parents and/or careers, class teacher and SENDCo, identifies outcomes. The plan sets out achievable targets and the additional provision that will be put in place. The child should also be involved in forming the plan including the strategies and the targets. The SEND Support Plan is reviewed annually. The schools’ own Assess-Plan-Do-Review form is used to track progress on a termly basis.

Outside agencies provide diagnosis for specific special educational needs and recommend appropriate provision (e.g. a Speech and Language Therapist or an Educational Psychologist).

SEND Support Plan, Stage 2

A **SEND Support Plan, Stage 2** denotes that the child’s learning needs are more significant. Outside agencies are involved in regular ongoing programs of study, providing specialist assistance/training and assessment.

Education, Health and Care Plan (EHC)

If a child needs further support, especially on a 1:1 basis for over 12 hours a week, then the school and parents may seek an **Education, Health and Care Plan**. An EHC is written following a period of assessment and involves parents, carers, health professionals and school staff. This might involve other professionals; Social Services, Speech and Language, Occupational Therapy services, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or other suitable health professionals. The EHC is reviewed annually. The schools' own Assess-Plan-Do-Review form is used to track progress on a termly basis.

Partnership with parents & carers

Parents and carers of children are kept fully informed of the progress their child is making throughout the year.

The parents and carers of children with SEND have regular meetings with their class teacher. This is usually each term to review the children's objectives and progress.

In cases where assistance is provided by specialists, Team-Around-the-Child (TAC) meetings are held. These convene when needed, ranging from monthly to annually.

Considering complaints

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 think that the child should be given more support they should raise their concerns with the SENDCo and the Headteacher. 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.

Monitoring the success of SEND

Intervention

The schools use an internal recording system based on the SEND graduated response cycle (see Appendix C). The paper form tracks the process from assessment, planning and doing through to the review.

Policy

The policy is reviewed annually by the SENDCo, Headteacher and the designated Governor.

Appendices

Appendix A

Glossary of abbreviations

ASC	Autistic Spectrum Condition
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EY	Early Years
HI	Hearing Impairment
IEP	Individual Education Plan
INSET	In-Service Training
KS	Key Stage
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment

Appendix B

Job description: SENDCO

Job details

School: Wrestlingworth VC Lower School and Dunton VC Lower School

Responsible to: Headteacher and Governing Body

Responsible for: liaising with relevant staff, designated teaching assistants, external agencies and parents

Main purpose

To professionally lead and manage SEND in accordance with the published SEN policy and the 2014 SEND Code of Practice: 0–25 years.

Duties and responsibilities

Strategic Leadership

- To advise the Headteacher on the strategic development of the SEND policy and provision in school
- To contribute to the development of whole school policy wherever appropriate
- To provide reports for the Governing Body as statutorily required
- To co-ordinate provision for individual pupils with additional needs and to oversee day to day provision
- To be responsible for producing an annual Development Plan in an agreed format, reviewed in line with the School Improvement Plan
- To oversee records on all pupils with additional needs
- To support the school ethos, playing a full part in the life of the school, and to be a positive role model
- To actively monitor and respond to inclusion initiatives at national, regional and local levels
- To support existing networks, liaising with other schools in BCUS and to collaborate with other school as appropriate

Personnel Management

- Responsible for the efficient and effective management and deployment of SEND personnel including specialist teaching staff and TAs across the curriculum
- To provide related professional guidance to colleagues with the aim of securing high quality teaching and support for pupils with additional needs
- To identify training and development needs of SEN staff and support development within the financial parameters imposed by the budget
- Participate in the recruitment of SEN personnel and ensure effective induction of new SEN staff in line with school procedures
- Promote and maintain good communication with individuals and groups

Teaching and Learning

- To develop, with the support of the Headteacher and other colleagues, effective ways of overcoming barriers to learning
- To ensure an effective learning environment and support other staff in the implementation of positive behaviour management
- To proactively liaise with other relevant institutions in planning referrals and reintegration programmes
- To contribute to the in-service training of staff

Managing Resources

- Working with the Headteacher to manage the SEN delegated budget efficiently and effectively, ensuring value for money
- Ensure Health and Safety practices, including risk assessments, are in line with school policy

Knowledge and Skills

- Keep up to date with national developments regarding SEND, teaching practice/methodology and leadership initiatives
- Keep up to date with developments in the use of comparative data

Quality Assurance

- Establish and reinforce common standards of good practice
- Monitor and evaluate performances against school, local and national performance indicators
- Monitor the quality of teaching and learning in line with the requirements of self-evaluation and the School Improvement Plan

Meetings

- Meet regularly, as required, with the Headteacher
- Chair and facilitate SEND meetings
- Attend relevant Pastoral Management and multi-agency meetings
- Attend Governor meetings on request

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Notes

This job description is based on the SEN Code of Practice 2014 and is in addition to the post holder's teaching responsibilities.

To be reviewed annually as part of the appraisal cycle.

This job description may be amended at any time in consultation with the post holder.

Appendix C

Dunton & Wrestlingworth Lower Schools

SEND graduated response cycle

