

Dunton and Wrestlingworth Church of England VC Lower Schools Federation

Special Educational Needs and Disability (SEND) Policy

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Date:
September 2023

Review Cycle:
Annual

Next Review:
September 2024

Links with other policies:

Admissions Policy

Accessibility Plan

Behaviour and Anti-Bullying Policy

Complaints Policy

Data Protection Policy

Equality Policy

Safeguarding Policy

SEN Information Report

Supporting Pupils with Medical Conditions Policy

Teaching and Learning Policy

“From the smallest seeds grow the biggest trees”

OUR CHRISTIAN VISION

“The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches.”

Matthew 13:31-32, International Children’s Bible

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here

Introduction

Dunton and Wrestlingworth VC Lower Schools are inclusive schools and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to all areas of the curriculum. Everyone within our 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 (January 2015). The SEND Policy at both schools supports the ethos as stated 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

Definitions

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than most others of the same age; or
- b. have a disability or health condition which prevents or hinders them from making use of educational facilities used by peers of the same age

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The schools review how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The schools recognise that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The schools' SENDCOs will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and Learning

We understand that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

The schools SENDCOs will ensure that any provision offered will be suitable to the needs of the pupil.

Social, Emotional and Mental Health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The schools recognise that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and we will work collaboratively with SEMH professionals to support pupils with these difficulties.

The schools will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or Physical needs

Pupils with disabilities or impairments do not necessarily have SEND. The school will ensure staff understand that:

- some conditions can be age-related and can fluctuate over time
- a pupil with a disability is only covered by the definition of SEND if they require special educational provision to be made for them

The schools recognise, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCOs will ensure that their support needs are being met.

Our Aims

At Dunton and Wrestlingworth VC Lower Schools we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion considered in any matters affecting them
- to identify, assess, record and regularly review pupils' progress and needs
- involve pupils and parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Roles and Responsibilities

The Warnock Committee in 1981 stated that approximately 20% of the school population would have some form of special educational need during their school life and therefore *all teachers must make provision for children with special needs within their mainstream classroom.*

Provision for children with special educational needs is a matter for the school as a whole. The Class Teacher is responsible for the planning and assessment for their whole class including children with SEND. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

All teaching staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. The staff work as a team to help identify, assess and support children with SEND. The headteacher allocates specific Teaching Assistant (TA) support to meet the needs of children with SEND. This may include delivery of 1:1 programmes to support children with their social, emotional and behavioural needs. These programmes may include work on self-esteem, emotional recognition and managing behaviour.

The governing body, in cooperation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

The SEND Governor for both schools Lauren Hill.

The person coordinating the day-to-day provision of education for pupils with SEND at both schools is Maria Poultney, SENDCO.

Admissions

All teachers in our schools are teachers of children with SEND and, as such, we adopt a 'whole school approach' which involves all staff adhering to a model of good practice. The school operates an equal opportunities policy for children with SEND and they are afforded the same rights as other children. This includes both those children who have an Education, Health and Care Plan (EHC Plan) and those children who have SEND but do not have an EHC Plan.

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

Site 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. This is published on the schools' website.

Curriculum Access

All children have an entitlement to a broad and balanced curriculum. The National Curriculum and EYFS are our starting points for planning. The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs, a graduated response will be adopted.

- The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENDCO will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be planned and differentiated to meet the needs of individual pupils. Planning, teaching styles and flexible grouping will reflect this approach.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Children are supported in the most appropriate way to maximise learning. This may include withdrawing individuals or groups from the classroom when it gives a more suitable learning style or environment. We remain ever mindful of a child's needs to retain access to the full curriculum and to be educated as far as possible alongside peers.

Identification

The school recognises that early identification and effective provision improves long-term outcomes.

A pupil could be identified to have special educational needs in a number of ways. It may be a parental concern or initiated from the school setting. The class teacher will, in consultation with parents, inform the SENDCO. The SENDCO and class teacher will then assess the child's needs and decide on the appropriate action. Current classroom strategies will be reviewed and developed if appropriate. The class teacher will inform the parents, at the earliest opportunity, of concerns.

We always aim to work collaboratively as a team, with support from the child, their parents / carers, outside agency professionals and colleagues in previous settings, to gain a thorough understanding of each child's interests, strengths and areas of need. Needs are identified by considering the whole child, this not only includes the child's special educational needs, but other needs too.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Any additional support or provision is carefully matched the child's identified needs with the aim of removing barriers to learning.

Graduated Response

The SEND Code of Practice (2015) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is 'additional to or different from' the provision that is made as part of the school's usual differentiated curriculum and strategies.

Once a pupil with SEND has been identified, the school will employ a graduated response to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- Implementing the interventions, with the support of the SENDCO
- Reviewing the effectiveness of the interventions and making any necessary revisions

Assessment

We track the attainment and progress of all pupils using:

- Evidence obtained by teacher observation and ongoing assessment during lessons
- Evidence provided by children and their parents and/or carers
- EYFS baseline data
- Year 1- 4 assessment data against National Curriculum subjects
- Reading and Comprehension age using standardised Salford Reading in Years 2-4
- Year 1 Phonics test and the KS1 SATs tests
- Use of the Central Bedfordshire draft guidance on SEND 5-16: A Graduated Approach
- Monitoring of assessment information recorded through assessment tracking data

With the support of the SLT, class teachers will conduct regular progress assessments for all children, with the aim of identifying those who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- is significantly slower 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

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

Planning

Through appropriate curricular provision, we respect the fact that children:

- have different educational needs
- acquire, assimilate and communicate information at different rates
- require different strategies for learning
- need a range of different teaching approaches and experiences.

Teachers respond to these needs by:

- providing support for children who need help with communication and language
- planning to develop children's understanding through the use of all available senses and experiences, planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely.

All pupils, including those who have been identified as having SEND, are entitled to access **Quality First Teaching** alongside their peers. As such, our teachers are supported to plan and deliver lessons that are adapted to meet the needs of their pupils. Our whole-school provision map provides an 'at a glance' summary of provision available to all our learners as part of the school's usual differentiated curriculum and strategies. This includes access to Quality First Teaching for all pupils.

For those learners who rely on one or more of the specific strategies detailed within the whole-school provision map, but who do not currently require individual targets, a **Learning Support Record (LSR)** is completed. An LSR denotes support under the four categories of SEND and highlights which specific strategies or resources the school are ensuring are in place in order to enable the pupil to access learning alongside their peers.

The next stage of support, where provision is 'additional to or different from' and where targets are focussed and specific, would require the completion of a **SEND 1 Plan**. Communication between parents and/or careers, class teacher and SENDCo, identifies the outcomes of this. 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 1 Plan is reviewed termly in discussion with parents.

A **SEND 2 Support Plan** denotes that the child's learning needs are more significant. This will include pupils who are not making progress, are making limited progress or who are working significantly below age-related expectations. Strategies at SEND 1 have been put into place to support but additional advice and support is required from outside agency professionals. Outside agencies are likely to be involved in providing specialist advice, training and assessment. The provision, strategies and targets are recorded and reviewed on a termly basis in discussion with parents.

If a child requires further support, the school and / or parents may formally request that the Local Authority undertake an Education, Health and Care (EHC) Needs Assessment. If agreed, an **EHC Plan** is written by the LA following a period of assessment and involves parents, carers, school staff and an Educational Psychologist. This might involve other professionals too; Social Services, Speech and Language Therapy services, Occupational Therapy services, Physiotherapist or other suitable health professionals, for example. The EHC Plan is reviewed at least annually (or at least 6 monthly for pupils who have not yet turned 5 years old). The schools' own EHC Target and Review document is used to track progress on a termly basis.

Partnership with Parents

SEND plans are reviewed on a termly basis to coincide with the Parent Consultations which are held in the Autumn and Spring Terms. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Involving Pupils

Children have a unique knowledge and understanding of their own needs. Their views will be considered when deciding what sort of help would be best suited to them. They will, where possible, be part of the decision-making and target setting process.

Relationship to other Policies

This policy should be read in conjunction with the policies on:

- Admissions Policy
- Accessibility Plan
- Behaviour and Anti-Bullying Policy
- Complaints Policy
- Data Protection Policy
- Equality Policy
- Safeguarding Policy
- SEN Information Report
- Supporting Pupils with Medical Conditions
- Teaching and Learning Policy

Complaints

If parents / carers believe that their child has a special educational need that 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. Most concerns will be resolved in this way.

If parents / carers are dissatisfied with the outcome of sharing their concerns with their child's class teacher, or if they feel that their child should be given more support, they should raise their concerns with the schools' SENDCos and / or the Headteacher.

If parents / carers still feel dissatisfied, they may choose to raise their concerns with the school's governing board. In the event of a formal complaint, parents / carers should follow the procedures set out in the school's Complaints Policy.

The school is committed to resolving disagreements between pupils, parents / carers and the school.

Publishing Information

The schools will publish the SEN Information Report on the school website, which provides information on the implementation of this policy. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Review

The SEND Policy is reviewed on an annual basis by the SENDCo and Executive Head in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2024**.