

Ham Dingle Primary School



Special Educational Needs and Disability **(SEND) Policy**

Responsibility for monitoring this policy: Mrs C Feane

Review Annually

(or in response to changes in legislation or LSCB operating procedures)

Updated October 2021, Reviewed by - (Chair of Governors)

Approved by Governing Body.....Lindi Nejrup..... - Chair of Governors

Special Educational Needs and Disability (SEND) Policy

Context
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: <ul style="list-style-type: none">• The SEND Code of Practice: 0-25 years – 2015• Part 3 of the Children and Families Act 2014 and associated regulations
Head of School: Miss D Hunt
Governor with responsibility for SEND:
SENCO and Inclusion Team: Mrs C. Feane (SENCO) and Mrs S. Brown (Inclusion Learning Support Assistant)
SENCO Qualifications: NASENCO (2014) SENCO is a member of SLT
Contact details: 01384 818965
Designated Teacher with Specific Safeguarding Responsibility: Mrs C Feane
Designated Teacher for Looked After Children: Mrs C Feane
This policy will be reviewed annually

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). The Governing Body, the Headteacher and the SENCO will work closely to ensure that this policy is working effectively.

Rationale

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is differentiated to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support*. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Ham Dingle will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from learning support assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Mission Statement

At Ham Dingle Primary School we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering a broad, balanced and fully inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs or disabilities are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career. We believe at Ham Dingle that every teacher is a teacher of every child, whatever their difficulties may be.

Information about the school

Ham Dingle Primary School has approximately 362 pupils and is situated in a residential area of Stourbridge. The school has 2 classes in every year group. 19% of the pupils in the school have registered an entitlement to free school meals/every 6 currently or within the last 6 years and 14% of our pupils are recorded as having SEN at School Support (12.7%) or with Educational Health Care Plans (EHCP – 1.4%).

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school

- Closely monitoring of the progress of all pupils in order to aid the identification of pupils with SEN is ongoing. Continuous monitoring of those pupils using the SEND Continuum by their teachers will help to ensure that they are able to reach their full potential and areas of need quickly identified.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored through termly progress meetings and regularly reviewed in order to ensure that individual targets are being met and that all pupils' needs are catered for
- Work with parents to gain a better understanding of their child's needs and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions about their own needs, and carefully monitoring the progress of all pupils at regular intervals.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with and in support of external agencies and specialists, including those from Social Care and Health, when the pupils' needs cannot be met by the school alone
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

Identification of Pupil Needs

At Ham Dingle Primary School we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2014).

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision.

There are other factors which impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that ‘reasonable adjustment’ duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium grant
- Being a Looked After Child
- Being a child of a serviceman/woman

A Graduated Approach to SEN Support

Quality First Teaching: At Ham Dingle Primary School we believe that all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored using the SEND Continuum.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. This progress will be continually tracked.

- c) The child's class teacher will take steps to provide scaffolded learning opportunities using suggested resources and intervention that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO team will be consulted for support and advice and may observe the pupil in class.
- e) Through sharing collated and tracked information it can be determined which level of provision the child will need going forward as identified in the SEND Continuum e.g.

	No SEN Support
	Universal Support
	Targeted Support
	Specialist Support

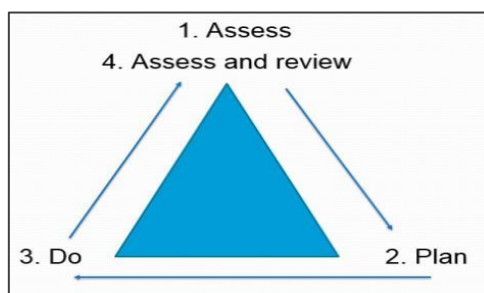
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Some children need educational provision that is additional to or different from that made generally for other children.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

• Assess • Plan • Do • Assess and Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

1. Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil. It will look at formal assessment and tracking need using the SEND Continuum. This will be shared in Pupil Progress Meetings where data will be reviewed. Further views and experience of parents will be sort. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

2. Plan

Planning will involve consultation between the teacher, the SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. An Individual Target Plan (ITP) will be agreed upon. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

3. Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support staff to plan and assess the impact of support and interventions and links with classroom teaching.

4. Assess and Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents (using the ITP Continuum Review). The class teacher, in conjunction with the SENCO and support staff will revise the support and outcomes based on the pupil's progress and development. Changes can be made through tracking using the Continuum and by acting on advice from external agencies, to make any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong, significant or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEND Information Report <https://www.dudley.gov.uk/residents/dudleys-local-offer/#:~:text=Dudley's%20Local%20Offer%20is%20a,their%20parents%2C%20carers%20and%20familie>
[s](#)

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on <https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>
or 01384 817373

Education, Health and Care Plans (EHCP)

- Following Statutory Assessment, if the SEN panel agree to issue an EHCP, it will be provided by Dudley Metropolitan Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Arrangements for coordinating SEN provision

SEN records linked to the Assess – Plan – Do – Review cycle are maintained for individual pupils. All staff can access:

- SEND Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of the provision map.
- Practical advice, teaching strategies using the Continuum, Professional advice from external agencies and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer
<https://www.dudley.gov.uk/residents/dudleys-local-offer/#:~:text=Dudley's%20Local%20Offer%20is%20a,their%20parents%2C%20carers%20and%20families.>

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

Admission and Inclusion Arrangements

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies the Special Educational Needs and Disability Act 2001.

The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the Dudley LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which may draw upon include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)
- Language and communication difficulties (Speech & Language Support Service)
- Social and emotional difficulties (Sycamore Centre)
- Sensory impairments (PIMIS – Physical Impairment and Medical Inclusion Service)
- Autistic spectrum (AS) (Autism Outreach)
- Educational Psychology and Counselling Service
- Community Paediatrician and School Health Advisor
- Early Years Special Needs Service
- Visual Impairment Service

- Hearing Impairment Service
- Home and Hospital Tuition (Cherry Tree)
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy Service
- Occupational Therapy Service
- Social Care

Referrals to these services will be made by the SENCO in discussion with class teachers and permission to refer will always be sought from parents/carers.

Transition

Inter-School/Nursery to School Transfers: Records are received from previous schools/year group and passed to class teachers and the SENCO. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

Transfer to Secondary School: The SENCO meet with Secondary SENCO's to discuss the Special Educational Needs of children moving to Year 7. All records are passed onto Secondary SENCO's.

Supporting Children with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. A separate policy is available for this.

Some may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluating SEND

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This may be done through parent and pupil questionnaires, monitoring, discussions and progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on a year group provision map, which is updated by the SENCO and staff. Feedback, alongside updated ITP/IEP (Individual Target Plan/ Individual Education Plan) monitoring and intervention records are kept by the staff who provide individual and group intervention programmes. Further monitoring, including book looks and classroom observations will be carried out. Information from all of these sources is combined each term to monitor the progress of pupils with SEN and plan the next steps for them.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers

are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Ham Dingle we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with the classteacher at least 3 times a year formally. The SENCO is happy to meet with parents/carers, whenever possible.
- More information about the support offered to parents/carers from our local authority can be found within their Information Report – <https://www.dudley.gov.uk/residents/dudleys-local-offer/#:~:text=Dudley's%20Local%20Offer%20is%20a,their%20parents%2C%20carers%20and%20ofamilies>.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has an appointed member of staff for Looked after Children (Mrs C. Feane).

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review and as part of their Pupil Progress Meetings. We ask all pupils to contribute to the setting of their own targets.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.

- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Head of School:

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Head of School will keep the Governing Body fully informed on Special Educational Needs issues. The Head of School will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Head of School and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The Special Educational Needs Co-ordinator:

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. He or she will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies. SEND at Ham Dingle School is led by the SENCO Mrs Feane who, along with the other members of the Inclusion Team, works with pupils, staff, parents and outside agencies.

Inclusion Learning Support Assistant:

Mrs Brown is a Learning Support Assistant who specialises in working with children with SEND. She delivers intervention programmes for Speech and Language, Occupational Health and Physiotherapy and Learning Support.

Office Manager: The Office Manager works closely with SLT and the Inclusion Team to identify and reduce poor attendance and punctuality.

Members of the team and SLT

Members hold regular meetings to discuss vulnerable children and plan how to remove the barriers to learning that have been identified. They provide advice and training to support for teaching and support staff, e.g. going into lessons to observe and work with children, as well as for parents and carers on how to support their child at home.

Learning Support Assistants (LSA's):

Our LSA's work mainly within class based Phonics, Reading, English and Maths sessions, supporting identified children and small groups. This enables us to offer effective support to those children with higher levels of need. Their work is carried out under the direction of the class teacher, SENCO and/or external agencies. Some LSA's work with children who are at SEN Support or above on specific IEP targets. LSA's work closely with the SENCO and the class teachers to plan for the provision for children with SEND within the school. They help to collate and record information required to make referrals to external agencies.

Our LSA's will also provide support for children with social, emotional or behavioural difficulties. They provide a safe and secure environment for children to talk to an adult, particularly for those children who have low self-esteem, poor social skills or feel differently from their peers.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Inclusion Team attend relevant SEND courses, including SENCO network meetings, in order to keep up to date with Local and National updates in SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

All teachers and support staff undertake induction when taking up a new post and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Accessibility

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

Funding

Funding to support the majority of SEN pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHC plan (or statement) the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cupboard and all electronic information is stored on the school system in compliance with our School Systems and Data Storage Policy.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head of School, Assistant Head or SENCO, who will be able to advise on formal procedures for complaint.

Bullying

The school takes many steps to reduce the risk of bullying of vulnerable learners. We have a comprehensive Anti-Bullying Policy available to support pupils, staff and parents.

This SEND policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) .

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010; Advice for Schools (June 2014)
- Schools SEN information report regulations (2014)