

Pimperne CE VC
Primary School



Special Educational Needs and Disability (SEND) Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 – 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, Mrs F Waller, has overall responsibility for Special Educational Needs and Disability in Pimperne CE VC Primary School.

The designated teacher (our SENDCO) responsible for coordinating SEND provision for our children is: Fiona Waller

Contact Mrs Waller at School on 01258 452025 or email FAO: office@pimperne.dorset.sch.uk).

Mrs Waller is currently supported in the SENCO role by Mrs G Gatehouse (HLTA).

The Governor with oversight of the arrangements for SEN and Disability is: Mrs S Coup.

The Pupil Premium Governor is: Mrs S Coupe.

The Designated Teacher, with responsibility for 'Looked After and Cared for' (LAC) children is: Mrs F Waller.

This policy was developed in conjunction with: The Headteacher, Teachers, Support Staff and Governors.

AIMS AND OBJECTIVES

The Head, Teachers, Governors and Staff at Pimperne CE VC Primary have high aspirations for all the children identified as having SEND in our school. We strive to ensure that all the 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 at Pimperne CE VC Primary School aspire to ensure all children are part of a fully inclusive environment where the whole community adapts to the needs of the individual. The school is new and purpose built with accessibility to all.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive
- To enable each child to take part and contribute fully to school life
- To develop individuals' self-esteem
- To work in partnership with parents to support children's learning and health needs
- 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 provide quality training for staff that suggests strategies that helps them to support children with special educational needs and disability.

OBJECTIVES

- To place the child at the heart of our inclusive management and provision of support for children with a special educational needs or disability
- To identify and provide for children who have special educational needs and additional needs
- To provide support and advice to all staff who work with children with special educational needs
- To ensure sure close links with families are encouraged and maintained
- To work within the guidance provided in the SEND Code of Practice, 2014.

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 at our school arrangements supporting disability and medical conditions, equality and SEND information pertinent to the SEND Policy are published.

All Policies can be obtained from either the school web site or school office.

The SENDCO and team will link regularly with class teachers, coordinators of Pupil Premium and Looked After Children (LAC) and the Senior Leadership Team.

ADMISSION ARRANGEMENTS

Pimperne CE VC 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, Pimperne CE VC makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, our school liaises with the local authority, 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 www.dorsetforyou.com and on our school website www.pimperne.dorset.sch.uk

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.

- A new school building opened March 2015 that provides full wheelchair access
- Easily accessed and purpose built disabled toilet and shower facility
- Adjustable classroom furniture
- Assistive technology
- Hearing loop infrastructure within the building.

SEND 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. 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.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority’s website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 – 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.

Some Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Our staff at Pimperne CE VC Primary School use a wide range of tools to assess the amount and level of SEND, and the support required. These include:

- Discussions with teaching staff, parents, previous schools and nurseries
- Regular in class assessments and observations
- Termly reading and spelling age assessments
- In school support technology for difficulties such as dyslexia and receptive language
- Assessments from specialist SENSS teachers from DCC

- Involvement with Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists and any other relevant outside agencies
- EHC plan will be actioned if the need is great

How parents and carers are involved in the Identifying Process:

- Parent or carers meet with the class teacher
- Meetings arranged with the class teacher and SENDCO, should this be appropriate
- Parents are invited to attend and contribute to discussions and reviews of provision maps; individual education plan and involvement with outside agencies.

Reviewing in school:

- Provision Maps will be reviewed regularly depending on the needs of the individual child
- Interventions run according to individual IEP's and delivered by trained TA's , regular assessment and review to ensure appropriate progress is being made
- Reading and Spelling age assessments delivered termly to ensure progress is being made
- Assessment data is overseen by the Senior Leadership Team and reports delivered to Governors termly, by members of the Senior Leadership Team.

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 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.

Some examples of other influences upon progress:

- 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 identified as having SEND and or a disability, our school – Pimperne CE VC Primary School then adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 – 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.

- Children are identified as having an additional need. Provision Maps are drawn up in discussion with parents / carers and the child. Targets are set and actioned by the class teacher with support from the SENDCO and other trained staff. This is reviewed for effectiveness within an agreed time depending on the needs of the child. Provision Maps will be reviewed each term as a minimum.
- Teachers’ feedback with a copy of the Provision Map to the SENDCO each time a review is conducted.
- The level of provision for each child is decided based on on-going assessments and regular reviews of targets. If the child is not responding to the actions agreed then the provision is changed accordingly.
- If the child’s needs are not being met by the provision available in school, teachers and the SENDCO will collect evidence that provision is beyond that available at school and seek advice and support from outside agencies and specialists services. The involvement of outside agencies is monitored by the SENDCO.
- Signed parent/carer permission will always be sought when outside agencies are involved with their child and will be invited to attend discussion and review meetings
- The SEND Governor along with Senior Leadership Team ensures that any provision that requires additional funding is put to the governors as part of the School Development Plan.

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.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Our school, Pimperne CE VC Primary, 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 the staff and governors are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

Pimperne CE VC Primary School is committed to ensuring that parents / carers have confidence in the arrangements for their 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.

For entry into our Reception class, the SENDCO and class teacher will be available for parents to discuss the needs of their child at a new parents evening held the summer term before they start school. For children who may need more support in their transition phase, this may start earlier and require input from outside agencies.

As the children move through the year groups, teachers and SENDCO work together to ensure that all relevant information regarding an individual's needs is passed on and that the appropriate support remains in place. It is usual for the outgoing class teacher to write any new plans for the next year group, as they are best placed having completed reviews.

On transition to the secondary school, our SENDCO and class teachers meet with the Head of Year &/or SENDCO of the secondary school that pupils choose to attend, to pass on SEND information and discuss the needs of the individual children. For children in Year 6, we work closely with their transition school. For example The Blandford School SENDCo may well be invited to meetings of any child that has SEND in Year 6, to increase knowledge and the sharing of information to enhance the transition of that individual.

Information of children who join our school in year will be sought from their previous schools through phone conversations and transfer of paperwork.

For the 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 (EHC Plan) by 2018. New children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 – 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 pupils as and when required. For example, on diagnosis of Autism for a child in a class, the class teachers and other support staff are provided with training from outside agencies on how to support this in class.

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

The SENDCO will network for personal training through opportunities provided through Dorset County Council and will complete the National Award of SEN Coordination through the University of Winchester. Currently, Miss Lee is completing this qualification.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals. For example, training provided from the diabetes nurse.

A Link Governor has completed governor training relating to SEND and safeguarding and has helped to write the policies for Equality, Supporting Children in School with Medical Conditions, Accessibility, Inclusion and Safeguarding.

There will always be a trained member of staff on trips out of school in order to support children with additional needs. These children are also named in the risk assessment if appropriate.

SEND INFORMATION

Pimperne CE VC Primary School presents its SEND information in three ways:

- i. by information placed on the school website which can be found www.pimperneprimary.dorset.sch.uk
- ii. by following the link from the school website to the local authority's Local Offer website: www.dorsetforyou.com
- 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 arrange to visit the school to use IT facilities to view the school and local authority's websites.

More information relating to SEND can be found in the following:

- ✓ The SEND Parents Guide
- ✓ The school's SEND Information Link to Dorset's Local Offer website

- ✓ The Policy for Supporting Children at School with Medical Conditions
- ✓ The Accessibility Plan
- ✓ Single Equality Policy
- ✓ School Admissions Policy

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 SENDCO or Headteacher.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually in coordination with Governors and staff and will take into account feedback from parents, carers and children.

This Policy was last reviewed: November 2016