

Pimperne CE VC
Primary School



**Special Educational Needs
and/or Disability (SEND)
Policy and SEND Information
Report**

COMPLIANCE

As set out in the *Special Educational Needs and Disability Code of Practice: 0-25 years* (Jan 2015), all schools must have a Special Educational Needs and/or Disability (SEND) Policy. A SEND Policy explains how a school identifies needs and supports children.

Pimperne CE VC Primary School's SEND Policy complies with the statutory requirement laid out in *Special Educational Needs and Disability Code of Practice: 0-25 years* (Jan 2015), with reference to the following guidance and documents:

- *Equality Act 2010: advice for schools* (June 2014)
- *Special Educational Needs and Disability Code of Practice: 0-25 years* (Jan 2015)
- *Schools SEN Information Report Regulations* (2014)
- *Statutory Guidance on Supporting pupils at school with medical conditions* (April 2014)
- *The National Curriculum in England Key Stage 1 & 2 framework document* (September 2013)
- *Safeguarding Policy*
- *Accessibility Plan*
- *Teachers Standards* (2012)

SCHOOL INFORMATION

The Headteacher, Mrs F Waller, has overall responsibility for SEND at Pimperne CE VC Primary School. You can contact Mrs Waller at school on 01258 452025, or office@pimperne.dorset.sch.uk.

Miss S Lee is the Special Education Needs and/or Disability Co-ordinator (SENDCo) and is responsible for leading SEND provision for our children across the school. The SENDCo is a member of the Leadership Team (*Special Educational Needs and Disability Code of Practice: 0-25 years* (Jan 2015)), Role of the SENCO in Schools, 6.89). The SENDCo completed the National Award for SEN (NASENCo Award) at Winchester University, in September 2017 (Clause 64, C&F Bill, 2014). The SENDCo is supported by our SENDCo Assistant, Mrs G Gatehouse. Mrs Gatehouse is our Higher Level Teaching Assistant (HLTA) and Emotional Literacy Support Assistant (ELSA).

Mrs R Brewer is the SEND Governor and Mrs S coupe is the Pupil Premium Governor.

Mrs Waller is the designated teacher responsible for Looked After Children (LAC).

Mr N Roberts is the designated teacher with responsibility of safeguarding.

This policy was developed in consultation with the headteacher, class teachers, support staff, governors and the parents of children with SEND.

ROLES AND RESPONSIBILITIES

The role of the SEND Governor is to ensure the ongoing progress of SEND learners, support and challenge the provision, monitor the review and evaluation of SEND provision, understand how the SEND notional budget is used and the impact on progress and attainment of learners.

The role of SEND TAs is to support individuals and all groups of learners with additional needs in the classroom or other learning environment, as required, at the direction of the class teacher and/or SENDCo Support Assistant/SENDCo.

The Governing Body will exercise their duty and have regard to the *Equality Act 2010: advice for schools* (June 2014). This will include publishing our school arrangements supporting disability and medical conditions, equality and SEND information pertinent to this policy. Mrs F Waller is responsible for managing the school's responsibility for meeting the medical needs of children.

The SENDCo will meet regularly with class teachers, co-ordinators of Pupil Premium, Looked After Children (LAC) and the Leadership Team.

VISION AND AIMS

The headteacher, class teachers, staff and governors of Pimperne CE VC Primary have high aspirations for all children identified as having SEND and aim to provide them with high quality learning opportunities to ensure they achieve their best.

At Pimperne CE VC Primary School, our aim is that all children feel welcome, valued and included in the school community. We also want to help our SEND children develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood, whether into employment, further or higher education or training. We will endeavour to fully involve children with SEND in all decisions that affect them, so that they can help us identify what works for them and reflect on what does not.

At Pimperne CE VC Primary School, we 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.

To achieve the above, we will:

- Create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive
- Enable each child to take part and contribute fully to school life
- Develop individuals' self-esteem
- Work in partnership with parents/carers to support children's learning and health needs
- Provide access to, and progression within, the curriculum
- Involve children in planning to address and monitor their SEND
- Provide quality training for staff that suggests strategies to help them support children with SEND

OBJECTIVES

Pimperne CE VC Primary School will do its best to ensure that the right provision is made for each child with SEND. We are committed to discovering and providing the best learning conditions for each child.

In implementing this policy, our goals are to:

- Work in line with the *Special Educational Needs and Disability Code of Practice: 0-25 years* (Jan 2015)
- Identify SEND at an early stage
- Ensure that children with SEND have their needs met and make progress
- Provide support and advice to staff who work with children with SEND
- Operate a whole school approach, in which all members of the school community have an understanding of their role
- Ensure that children with SEND join in with all school activities, alongside their peers
- Adopt a 'person centred' approach to supporting children with SEND, ensuring the children and their parents/carers are fully involved in making decisions which affect them
- Ensure there is effective partnership, working with outside agencies when appropriate
- Ensure close links with families are encouraged and maintained

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 Primary School 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 to meet individual medical conditions are made. 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 SEND: ACCESSIBILITY

The school has an Accessibility Plan (Appendix One) 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)* and the amendments made in September 2012 to provide Auxiliary Aids and Services where appropriate. We comply with the requirement to support children with disabilities, as defined by the *The Equality Act 2010 and schools: Departmental advice for school leaders, School staff, governing bodies and local authorities (May 2014)*.

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

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

SEND INFORMATION AND THE 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 *Special*

Educational Needs and Disability Code of Practice: 0-25 years (Jan 2015). This information is kept under review and updated regularly in liaison with parents/carers, governors and teaching staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the Local Authority's website (www.dorsetforyou.com/local-offer). The Local Offer website holds a directory of facilities and resources available from many services within Dorset.

Please see Supporting Children at School with Medical Conditions and Managing Medicines Policy.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

In line with the Children and Families Act 2014 and the associated guidance, *Supporting Pupils at School with Medical Conditions* (DfE, Dec 2015), Pimperne CE VC Primary School makes suitable arrangements to support all children with medical conditions, so that they can have full access to the same opportunities as their peers, including school trips and physical education.

We comply with the duties specified under the *Equality Act 2010: advice for schools* (June 2014). 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, progressing through year groups and when transferring to their next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed on to the next phase of education.

For entry into our Reception class, the SENDCo and class teacher will be available for parents/carers to discuss the needs of their child at a New Parents/Carers Evening held the Summer Term before they start school and during their Summer Term home visit. 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, class teachers and the 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 new plans for the next year group, as they are best placed having completed the previous term's reviews.

On transition to secondary school, our SENDCo and class teachers (and parents/carers where necessary) meet with the Head of Year and/or SENDCo of the secondary school, to pass on SEND information and discuss the needs of the individual children.

Information of children who join our school midyear will be sought from their previous schools through telephone conversations and the transferring of paperwork.

For the children with a current Statement of Special Educational Need, the Local Authority aim to move all with Statements onto EHC Plans by 2018.

AREAS OF SEND

Special Educational Needs and Disability Code of Practice: 0-25 years (Jan 2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

IDENTIFYING SEND

The purpose of identification is to decide what action the school needs to take in order for the needs of the child to be met.

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

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.

The following may impact on progress and attainment but are not special educational needs:

- Disability (the *Special Educational Needs and Disability Code of Practice: 0-25 years (Jan 2015)* outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute special educational needs)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Pupil Premium Children/Disadvantaged Children
- Looked After Children (LAC)
- Service Children
- Behaviour where there is no underlying SEND
- Bereavement and family issues

High quality teaching, appropriately scaffolded for individual children, is the first step in responding to children who have or may have learning needs; this is known as the "graduated response". This method is detailed in the *Special Educational Needs and Disability Code of Practice: 0-25 years (Jan 2015)* sections 5.39 to 5.46.

This diagram explains the Waves of Intervention:

Key:

QFT – Quality First Teach
SEN – Special Educational Needs
EHCP – Education, Health and Care Plan
ELSA – Emotional Literacy Support Assistant
SALT – Speech and Language Therapy
SENS – Special Educational Needs Support Service
OT – Occupational Therapy
CAMHS – Child and Adolescent Mental Health Service
BSS – Behaviour Support Service
HVSS – Hearing and Vision Support Services
TADSS – Teaching Alliance of Dorset Special Schools
CWADS – Children with Disabilities
SENDIASS – Special Educational Needs and/or Disability Information Advice and Support Service
TAF – Team around the Family
NDFPZ – North Dorset Family Partnership Zone
SEAL – Social and Emotional Aspects of Learning
PSP – Personal Support Plan
CAF – Common Assessment Framework

Support for QFT Handbook

WAVE 3: QFT plus SEN Support plus EHCP

Additional and specific, tailored support and provision

EHCP request meeting

WAVE 2: QFT plus SEN Support

Specialist programmes suggested by external agencies:

Learn to Move – Move to Learn, Storycises

Parallel Curriculum (devised by teachers or in conjunction with professionals):

ELSA, Time to Talk

Acting on external agency reports:

SALT, SENSS, OT, CAMHS, BSS, Sensory Team, School Health Team, Physical and Medical Needs, Portage, HVSS, TADSS Outreach

Family Support:

Virtual School, County Psychological Service, Coping with Chaos, Short Breaks, CWADS, Family Counselling Trust, SENDIASS, Early Bird, Early Bird Plus

TAF request meeting

WAVE 1: QFT

Resources:

Visual timetable, visual cues/supported instructions, first and next/now and next resources, writing/ideas frame, sentences starter ideas, technical vocabulary displayed (either on wall or mat – child lead), year group spellings displayed (either on wall or mat – child lead), Phonics Mats and Tricky Word Mats displayed and on tables in Reception and Key Stage 1 (when necessary in Key Stage 2), planned seating (position in the classroom), peer support (including playtimes), fiddle toys, writing slope (when necessary), ICT, voice recorders (iPads), therabands/seat wedges

Differentiation and Personalised Learning:

Instant marking (marked first), daily pre (concept & language/vocab) and post teaching (evidenced in books using yellow highlighter), differentiated Home Learning with examples, positive strategies to promote listening, additional time for tasks, children of concern to be known to all adults in contact with the child and their need

Narrowing the gap interventions:

Five Minute Box, Read Write Ink, pre and post teaching (evidenced in books using yellow highlighter), Narrative Therapy, Wrap around Care provision, additional Home Learning/communication with the child's family to help them support at home

Family Support:

NDFPZ Drop Ins, SEAL, Incredible Years, Triple P, Home Start, Blandford Children's Centre

Individual Needs:

PSP, Health Care Plans, 1:1 talk time



Wave 3

Additional highly personalised interventions.
External Agency Involvement,
Educational Health Care Plan.

Wave 2

Additional measured interventions to enable pupils to work at age related expectations or above.
External Agency Involvement,
Measured Emotional Support/Welfare

Wave 1

Inclusive Quality First Teaching for all.
Pre/Post Teach Strategies.
Effective environment.



Meeting your inclusion needs

Assess, Plan, Do and Review: A Graduated Response

The SEND provision is a triangulated approach between child, parent and professional (teaching staff/external agency support). The child's voice is key in ensuring provision is relevant. The school ensures it enlists the advice of specialists in supporting SEN; examples of this can be found within the 'Wave 2' section below.

Following the Waves of Provision (see below), we manage children's needs. In addition to this:

1. Class teachers inform the SENDCo of the outcomes of each IEP review.
2. 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.
3. If the child's needs are not being met by the provision available in school, class teachers and the SENDCo will collect evidence that provision is beyond that available at school and seek advice and support from outside agencies and specialist services. The involvement of outside agencies is monitored by the SENDCo.
4. Signed parent/carer permission will always be sought before outside agencies are involved with their child. Parent/carers will be invited to attend discussion and review meetings.
5. The SEND governor, along with the SENDCo and Leadership Team, ensures that any provision that requires additional funding is put to the governors as part of the School Development Plan.

At the Whole Class Stage (Wave 1):

When underachievement or slow progress is noted (usually as part of termly or half termly Progress Review Meetings), class teachers with support/advice from the SENDCo will address this with strategies from this handbook or in discussion with the SENDCo. Teachers should verbally inform parents that additional support is being given in a specific area and ideas given for how parents could support at home. (Please keep a record of these ideas on the internal shared system).

Over a period of time, the Class Teacher should look at the following to ensure personalised provision for the pupil:

- **Study of Pupil Progress Data**
- **Study of Influencing Factors: attendance/home circumstances/SEND/SEMH /EAL/Switched On (etc.)**
- **Health Care Plans**
- **360 Tool: Finding the barriers to learning**
- **Quality First Teach (Wave 1) What is being done about it?**
- **Assess, Plan, Do, Review (APDR) Cycle for intervention focusing on the main aspect from 360 Tool**
- **Discussion with SENDCo (evidencing strategies tried and assessed in APDR)**

If there is no change in the progress of the pupil and concerns remain then the class teacher needs to meet with the SENDCo.

At SEND Intervention and Support Stage (Wave 2):

A 'One Profile' should be completed by the class team with the child, this should then be shared with the SENDCo, then the parents. Full and open communication with parents is vital as they may be able to offer reasons for the concern and acknowledgement that the child will be placed on the school's SEND Register. It is essential to record and date conversations with parents on the prepared Pupil Profile Page and any Individual Educational Plan (IEP). The IEP will refer back to the areas identified in the '360 Tool' analysis and a clear outline of the specific SMART targets for the child should be shown and discussed with parents. The strategies used should be logged on the child's provision map (found on the internal shared drive) and when reviewed, should state whether they were successful or not, so that there is a better picture of the best provision for a pupil. This may be all that is required but will be useful information for other staff members e.g. at transition to the next academic year. After each cycle of SEND Intervention (termly) review meetings should be set up with the class teacher, parents (and possibly any intervention support worker or SENDCo/Assistant). Class teachers may wish to meet more regularly with parents, as intervention cycles are around 2-3 weeks. However, the overall target will be to meet the stated 'Short Term Target' as stated on the Pupil Profile Page /IEP.

- **Discussion with Parents (and with SENDCo/SENDCo Support)**
- **Pupil Profile Page to be completed by the class team (involving pupil and parents)**
- **IEP for Wave 2 interventions (Child on register for SEND Support) with reference to '360 Tool' analysis**
- **Additional support focusing on IEP SMART targets**
- **Assess, Plan, Do, Review (APDR) Cycle for interventions**
- **Termly Parent Meetings and reviews – Review 360 tool termly (SENDCo will also want to see the outcome of the termly 360)**
- **Possibly Accessing external support / advice / assessment**
- **Discussion with SENDCo if numerous interventions show no progress**
- **SENDCo may call a Team Around the Family meeting (TAF)**
- **SENDCo may suggest an Educational Health Care Plan (EHCP) Request be submitted**

If as part of the Assess, Plan, Do and Review cycle, the concern continues, it may be necessary to provide further support. This is repeated as above with Wave 2. Successful strategies should continue and others trialled along with further Wave 2 interventions monitored by the class teacher but in conjunction with the parents and SENDCo/Assistant. Review meetings involving parents will be important to address the needs of the whole pupil. In addition, the views of the pupil will be sought if they haven't been already (this should be done at the earliest possible opportunity).

After further cycles of the Assess, Plan, Do and Review cycle, the SENDCo/SENDCo Support may involve external agencies, to see what further support is needed and discuss the outcomes and next steps with parents and the pupil. Outside agencies may be for example SENSS, SALT, BSS, NDFPZ and therefore a Team Around the Family meeting should be called by the SENDCo.

If all avenues have been exhausted and the pupil has now fallen behind and is working well below their chronological age, then the class teacher in conjunction with the SENDCo will look at an Educational Health Care Request Form (EHCP) following discussion with parents.

SEND Additional Support Stage (Wave 3):

If a pupil needs 'additional support' that is 'different to' that of other pupils of the same age, or has an EHCP in place then they are placed within Wave 3.

- **EHCP approved by Local Authority (3 months)**
- **Additional and Specific Support & Provision**
- **Termly Parental Meetings (possibly with SENDCo / Support Worker)**
- **Annual Review submitted to County (SENDCo to approve)**

Our class teachers 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.

Where it is decided that a child does have SEND, the decision is recorded in the school records and the child's parents/carers **must** be informed in writing that special educational provision is being made.

The SENDCo 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.

The Leadership Team regularly monitor and assess QFT through regular focused learning walks, book scrutinies, pupil progress meetings, lesson observations, pupil conferences and staff appraisals.

There is a wealth of experience within the school in order to support pupils with SEND. There is an annual SEND focus within staff training. External agency training may be cascaded down, where necessary, within the school. The school currently has two trained ELSAs. The school works with a number of external partners, who provide advice and guidance in specialist areas of SEND. The school proactively seeks Outreach support when needed and collaborates with network schools for training and SENDCo meetings.

COMING OFF THE SEND REGISTER

A child will be removed from the SEND Record if it is decided that they have made sufficient progress over a period of time, and are able to access an age related 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. If SEND support is to be provided, parents/carers will be consulted. They will also be informed when this support will cease.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease the EHC Plan, because the child no longer requires the special education provision within it, the statutory guidance for ceasing an EHC Plan as set out in the *Special Educational Needs*

and Disability Code of Practice: 0-25 years (Jan 2015) will be followed. Pimperne CE VC Primary School will then continue to monitor the child's progress using the school's tracking system.

SUPPORTING CHILDREN WITH SEND AND THEIR FAMILIES

In order to support our families, we hold monthly drop in sessions (in partnership with NDFPZ), parenting courses, a member of staff who specialises in parent and family support, Dorset County Council maintained school links which link to Dorset's Local Offer and services.

BULLYING

Bullying is not tolerated under any circumstances. Children with SEND are known by school staff. Individual SEND needs are discussed and awareness of these needs raised amongst staff. All children and staff are actively encouraged to report bullying. It is dealt with in accordance to our Positive Behaviour Management and Anti-Bullying/Racism Policy (see policy).

HIGH NEEDS BLOCK FUNDING

When an EHC Plan request is granted, the Local Authority will provide a specific amount of additional funding. This provides the school with an opportunity to allocate extra targeted class support, specific staff training or time for the preparation of resources for individual needs.

TRAINING AND RESOURCES

Pimperne CE VC Primary School aims to keep staff up to date with relevant training, in relation to the needs of children with SEND. The school's financial budget is set annually. The governing board monitor effective resourcing of the school. Funding is set aside to support continued professional development. Training needs are identified through a process of analysis of need, of both staff and children, as and when required. The SENDCo will provide information/training on school/child specific needs for any new members of staff.

The SENDCo has completed the National Award of SEN Co-ordination through the University of Winchester. The SENDCo will continue to complete relevant training provided through Dorset County Council.

The SENDCo regularly attends Local Authority network meetings in order to keep up to date with local and national updates. The SENDCo also attends termly meetings with the Blandford School Network schools to share good practice.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals, such as EpiPen training provided by the diabetes nurse.

The SEND 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 (Appendix One), 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:

1. by information placed on the school website which can be found at www.pimperneprimary.dorset.sch.uk
2. by following the link from the school website to the Local Authority's Local Offer website which can be found at www.dorsetforyou.com
3. through information contained in this policy, and the related documents which are either published on the school website or are available from the school office

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 websites.

STORING AND MANAGING DATA

All data stored electronically is subject to Data Protection Law. All paper records will be held in line with the school's protocol on storing information, which is reviewed annually. Please see our Information Management Policy for more details.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent/carer has concerns about how their child's needs are being met, or concerns about the care or welfare of their child, an appointment can be made to speak and explain the issues to the SENDCo or Headteacher. Please see our Complaints Policy for more details.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually, in co-ordination with governors and staff. It will take into account feedback from parents/carers and children.

Review date: September 2018

To be reviewed: September 2019