



ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL

Policy Subject: Special Educational Needs and Disability (SEND)

Date: March 2019

Review: March 2020

Vision Statement

'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'

For all members of our school family we celebrate:

- excellent achievement and progress in all that we do
- learning for life in all its fullness
- Christian values alive within our school
- being at the heart of our community

Introduction

This policy has been written in response to the new Code of Practice for SEND 2014. This is statutory guidance which instructs local authorities, health and other partners about how children with special educational needs and disabilities should be supported to enable them to achieve their full potential.

Definition of SEND

We define special educational needs and disability (SEND) using the SEND Code of Practice 2014

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Some children and young people that have SEN may also 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"

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

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference with the following related guidance and documents:

- Equality Act 2010 (updated Feb 2013)
- Schools SEN Information Report Regulations 2014
- The Children's and Families Act 2014

- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2013
- SEN and Disability – a guide for parents and carers 2014

Rationale

St Dunstan's Primary School and Nursery is committed to providing an appropriate and high quality education for all the children in our school. We believe that all children, including those identified as having special educational needs and disability, are entitled to a broad and balanced academic and social curriculum which is accessible to them, and to be included in all aspects of school life. We are committed to maximum inclusion commensurate with meeting individual needs, the highest quality of education for all children and the efficient use of resources.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to learning difficulties, emotional or social development, sensory or physical impairment, or may relate to factors in their environment, including the learning environment they experience in school. At St Dunstan's we aim to identify these needs as early as possible and provide teaching and learning contexts which enable every child to achieve his or her full potential.

At St Dunstan's the learning, achievements, attitudes and wellbeing of all students and staff are of upmost importance. Our school fosters a Christian ethos where Christian values are promoted within the curriculum. We aim to promote a sense of community and belonging, ensuring that culture, policies and practices in the school respond to the diversity of the pupils. These differences make the school a richer environment for all.

We believe that inclusion is about equal opportunities for all learners regardless of their:

- Ability
- Age
- Gender
- Ethnic origin
- Religious belief
- Impairment
- Looked after status
- Social, economic or cultural background, which includes:
 - Asylum seekers and refugees
 - Young carers
 - Those at risk of disaffection and exclusion

Aims and Objective

Aims

At St Dunstan's all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel a valued member of the wider school community.

- All our pupils with SEND will meet or exceed the targets set for them based on their age and starting points
- Early identification of particular SEND needs
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders

- To involve pupils, parents/carers at every stage in plans to meet individual needs, which includes planning and decision making
- All pupils with SEND are perceived and treated positively
- SEND and inclusive provision is positively valued and accessed by staff, parents/carers
- To ensure every child is given the opportunity to:
 - achieve their best
 - become confident individuals
 - be lifelong learners
 - make a successful transition into their next stage in life
- All pupils become confident individuals who will be able to make a successful transition to the next phase of their educational journey and adulthood

Identification of Needs

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe that every pupil should be able to access all areas of their learning and schooling. Most children succeed with some changes in school practice or additional support. We will work together closely, alongside external agencies and parents/carers to ensure that no special education need or disability prevents any pupil from reaching their full potential.

Within SEND there are four areas of need:

- **Communication and Interaction** – this includes speech, language and communication needs (SLCN) and autistic spectrum disorders (ASD)
- **Cognition and Learning** – This includes moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLD encompasses dyslexia, dyscalculia and dyspraxia
- **Social, emotional and mental health** – this includes pupils that are withdrawn or isolated, those that display challenging, disruptive or disturbing behaviours, those that are diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD), Oppositional Defiance Disorder (ODD), those with an attachment disorder, anxiety or depression
- **Sensory and/or physical** – this includes hearing impaired, visually impaired, cerebral palsy, multi-sensory impairment and physical disability

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress. At St Dunstan's we will consider areas that **are not** SEND but may impact on progress and attainment, which could be:

- disability;
- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);
- being in receipt of the Pupil Premium (PP);
- being a Looked After Child (LAC);
- being a child of a service woman/man.

The SENDCo works closely with the senior leadership team, using whole school tracking data as an early identification indicator. We also use a number of additional indicators of special educational needs such as:

- the analysis of data, including entry profiles at Nursery, Baseline at start of Reception and end of Foundation Stage data, SATs, reading ages, termly and annual assessments;
- use of our local authority SEN criteria;
- information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child;
- tracking individual children over time;
- following up teacher and/or parent concerns;
- information from previous schools on transfer;
- information from other services.

A Graduated Approach for SEND Support

Provision for students with Special Educational Needs and/or Disabilities is a matter for the school as a whole.

The SEND Code of Practice makes it very clear that:

“all teachers are teachers of pupils with special educational needs and disabilities.” It also states that “high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

Teaching students with SEND is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of pupils. An initial assessment of a child's difficulties will focus on

- the child's learning characteristics
- the learning environment
- the tasks
- the teaching style

If a pupil has SEND, the teaching is adjusted to take account for this, ensuring personalised teaching based on individual need. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs and/or disabilities, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

The range, type and intensity of interventions, however, will be graduated and depend on a child's identified needs. For example, support will become more individualised to meet increasing need but may also be reduced as a child makes progress. This is known as *The Wave Model* Appendix 1.

When a child is identified as having SEND (Additional Needs), based on assessment, curriculum attainment, progress and LEA criteria, time bonded interventions are planned that are *additional to or different from* those that are provided as part of the school's usual differentiated curriculum which is in place as part of provision for all children.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access additional support from Teaching Assistants, Learning Support Assistants or specialist teachers.

Measurable progress can be considered as progress which:

- closes the attainment gap between the child and their peers
- prevents the gap getting wider
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum

- demonstrates improvement in self-help, social or personal skills
- demonstrates improvements in behaviour, including learning behaviours

If, over time, a child continues to experience significant difficulties, despite additional and/or different support, a request for specialist assessment/advice from external support services may be made, in consultation with parents. Additional and more individualised interventions may subsequently be put in place.

We are committed to effective joint working with external support services in order to secure the best possible assessment and provision for children with SEND at our school. The input from an external support service is only sought with written parental permission. The agencies we work with include:

- Education Services – educational psychology, learning and language, behaviour support, physical and sensory support, education welfare
- Health services – speech and language therapy, school doctor/nurse, occupational therapy
- Social services – child and adolescent mental health (CAMHS)

Outreach support is also available from specialist schools within the authority.

In a minority of cases, the school or parent may request an Education Health Care Plan (EHCP), if a child continues to demonstrate significant cause for concern, despite increasingly individualised levels of support. This is a single plan for children and young people with SEND aged 0-25 that will set out all the support they will receive from education, health and social care, as appropriate.

All schools must produce a SEND Report (Local Offer) of SEND to parents and the community. St Dunstan's SEND Report can be found on the school website.

Pupil progress is monitored at half termly intervals at Pupil Progress Meetings. Additional intervention and support cannot compensate for a lack of good quality teaching and we ensure, through regular observations, monitoring and learning walks, that the teaching at St Dunstan's meets the needs of all pupils, including those with SEND.

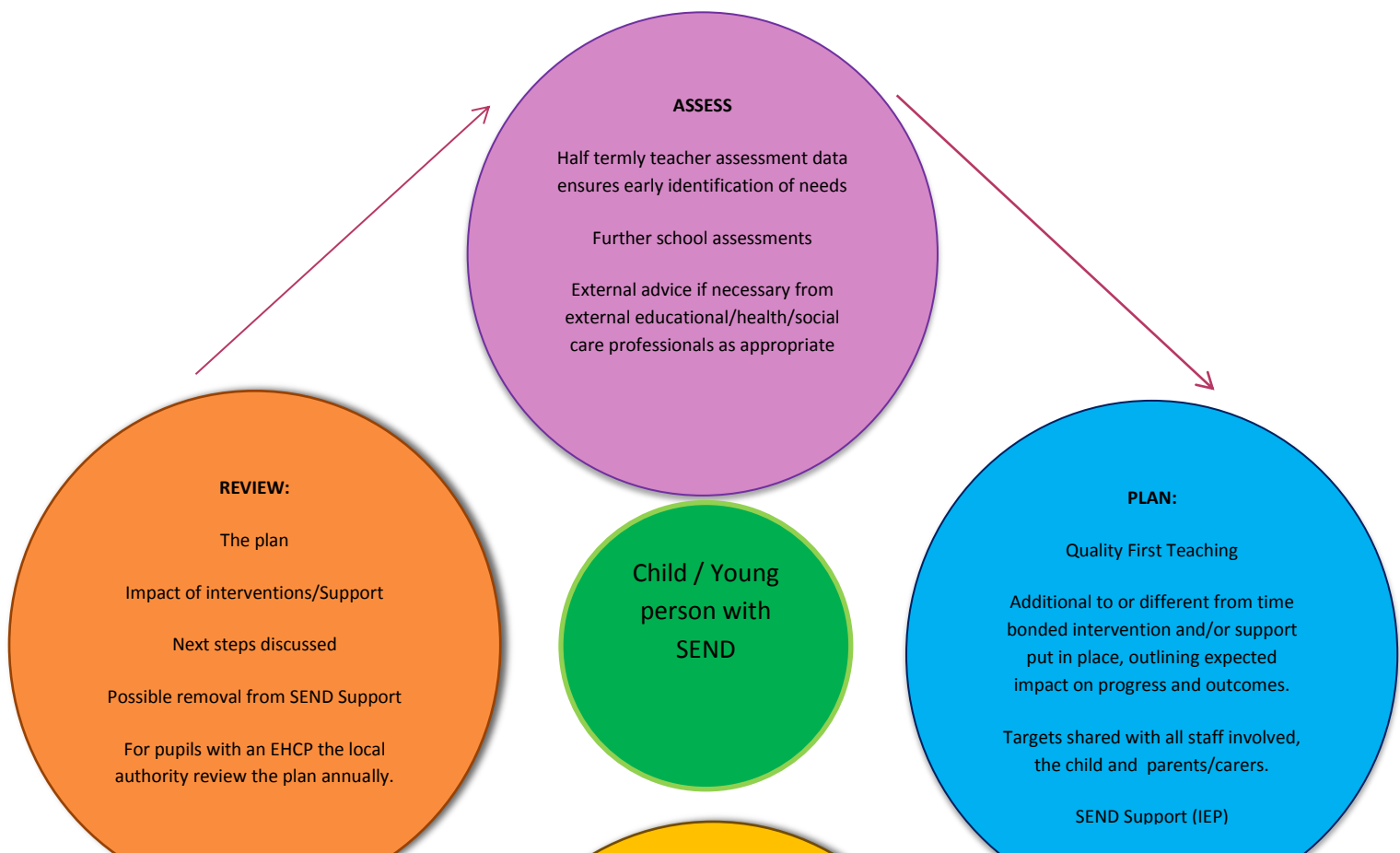
The SENDCo holds regular SEND Surgeries for all staff to discuss the needs and provision for pupils they may need support with.

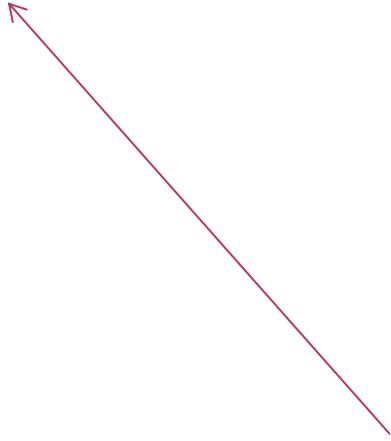
Special Educational Needs and Disability Register

If, despite quality first teaching a child's progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the young person's previous rate of progress
- fails to close the attainment gap between the young person and their peers
- widens the attainment gap

A decision will be taken whether or not the child needs to be placed on the SEND register under the category of **SEND Support**. This support will take form of a four-part cycle.





We will liaise with parents/carers throughout the Assess, Plan, Do and Review cycle. If it is felt that your child no longer needs SEND support, this decision will be made and parents informed.

Targets and Individual Education Plans

All pupils on our SEN Support list will have Individual Education Plans (IEP) setting out targets and any provision made that is *additional to and different from* usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in IEPs containing information on:

- strengths to be drawn upon;
- main areas of concern;
- short-term targets;
- teaching/support strategies;
- provision made;
- date for review;
- success criteria;
- the outcomes recorded at review.

The Individual Education Plan will record only that which is *additional to and different from* the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. The Individual Education Plan will be created through discussion with both the pupil and parent or carer. Individual Education Plans will be reviewed at regular intervals with the inclusion of parents', carers' and pupils' view.

Admissions and Transition

All staff prepare children for a successful transition between classes and Key Stages using a variety of resources and PHSE lessons. This includes a transition session with their next class teacher. All relevant information is passed onto the next class teacher at formal transition meetings. Pupils transitioning to High School have transition days at the High School as arranged by them.

Supporting Pupils At School With Medical Conditions

Pupils at St Dunstan's with medical conditions should be supported in the correct manner so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and so the school will comply with the duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and may also have a Statement or Education Health Care Plan (EHCP), which brings together health and social care needs as well as their special educational provision.

Record Keeping

The school will record the steps taken to meet the pupil's individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- information from parents;
- information on progress and behaviour;
- pupil's own perceptions of difficulties;
- information from health/social services;
- information from other agencies.

Special Provision

The school has the following special facilities:

- all on one level;
- wheelchair access;
- disabled toilets with hand rails;
- all mainstream classrooms have a carpeted area, blinds to reduce glare (important for lip-reading) and rubber-soled tables and chairs.

Individual adaptations will be made for specific pupils, eg, chair supports and individual work stations.

Roles and Responsibilities

The SEND Governor is:
Kingdom

Mr Steven

The Inclusion Manager is:
Porter

Mrs Louise

Responsible for English As An Additional Language (EAL), Accessibility, Pupil Premium and Traveller Children, Behaviour

The Special Education Needs and Disability Co-ordinator (SENDCo) is: Mrs Deepika Soma

Responsible for the strategic and day to day provision of SEND, including line managing Learning Support Assistants, Teaching Assistants and delivery of interventions, Emotional Literacy Support Assistants (ELSAs), Medical Needs for children which could cause a barrier to their learning

The Governing Body, Headteacher, Senior Leadership Team, SENDCo, and teaching staff all have important day-to-day responsibilities

The **Governing Body** should in co-operation with the Headteacher:

- ensure that the SENDCo is a qualified teacher with relevant qualifications and/or experience
- ensure that provision of a high standard is in place for all children
- value and give SEND the status and recognition it deserves
- determine the school's general policy and provision for children with SEND
- establish the appropriate staffing and funding arrangements for SEND
- maintain a general oversight of the school's work
- appoint a governor/s to closely monitor the school's work
- report to parents annually on the school's SEND policy

The **Headteacher** has responsibility for:

- setting objectives and priorities in the School Improvement Plan, which includes SEND
- overseeing the role of the SENDCo, the day-to-day provision of students with SEND, including setting a budget for supporting students within the school's overall financial resources
- keep the governing body fully informed

The **SENDCo**, working closely with all staff has key responsibilities which include:

- having a strategic overview of SEND needs across the whole school
- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of support staff and other resources to meet pupils' needs effectively
- liaising with and advising class teachers
- liaising, advising and managing support staff (those working with individual children and those running specific interventions)
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- leading on and coordinating the in service training of all staff
- liaising with external agencies including the LEA's support services, health and social services and voluntary bodies
- liaising with both previous and potential next providers of education to ensure smooth transition
- track the progress of pupils with SEND
- ensuring that SEND pupils are fully involved in all school activities

- attend relevant and up to date CPD
- to carry out all statutory obligations relevant to SEND

Class teachers and all teaching support staff are “all teachers of children with SEN” and should:

- be fully aware of the school’s procedures for identifying, assessing and making provision for children with SEND
- devise strategies and methods to access the curriculum, in conjunction with the SENDCo
- Monitor progress of children with SEND
- be responsible for overseeing and effectively deploying teaching support staff working with children in their class
- monitor and track the progress of pupils with SEND in their class

Parental Concerns

If a parent has a particular concern about the provision or the policy, this should, in the first instance, be raised with the class teacher. If this is not resolved satisfactorily then it should be raised with the SENDCo.

For all children, if the issue is not in the process of being dealt and/or cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will respond within 10 working days.

If parents feel the matter is still unresolved they may refer their concerns to the SEND Governor for consideration, who will take any action as appropriate. The SEND Governor will acknowledge the parental concern within 10 working days and follow up accordingly.

Evaluating Success

The policy is reviewed annually. Success of the policy will be gauged by:

- improved outcomes for children with SEND
- earlier identification of need
- more structured/effective interventions
- enhanced parental confidence
- increased pupil participation
- increased pupil confidence and enjoyment

Signed _____ Date _____
Chair of Governors

Signed _____ Date _____
SEND Governor/s

Signed _____ Date _____
Headteacher

Signed _____ Date _____
SENDCo

Appendices

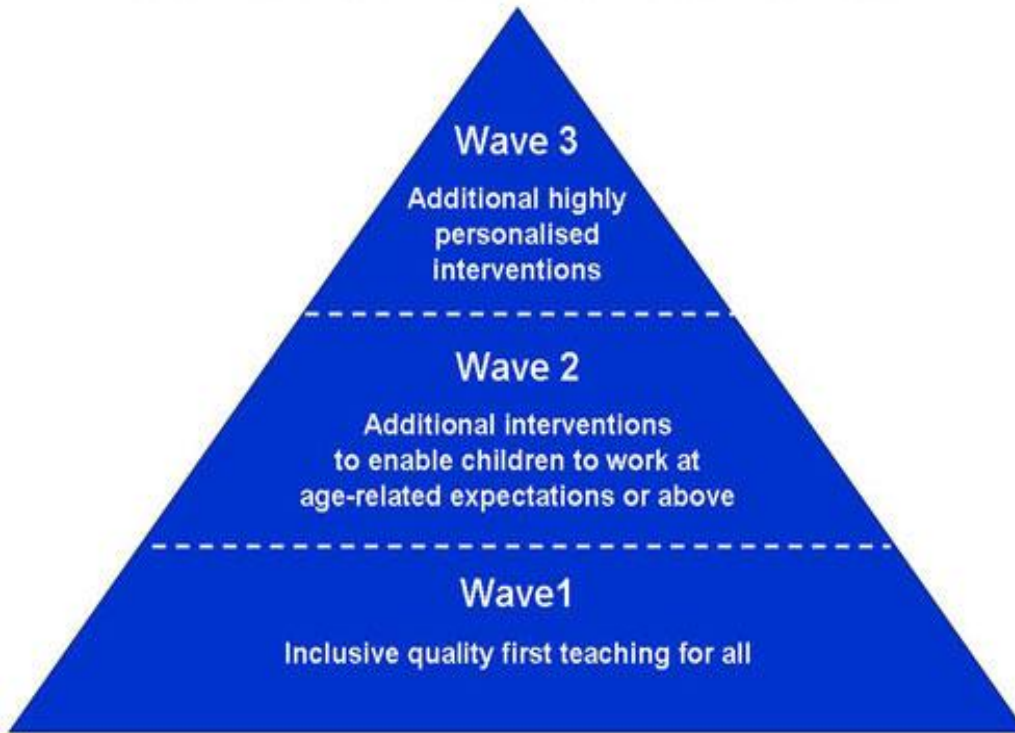
See the school website to access the school SEND Information Report (reponse to the 14 questions)

SEN Waves of Intervention Model

St Dunstan's SEN Flow Chart

Appendix 1

Waves of Intervention Model



Wave 1 is Quality First Teaching which is quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes differentiation and an inclusive learning environment.

Wave 2 is specific, additional and time bonded interventions provided for some children who need additional support to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist intervention.

Appendix 2 SEN Flow Chart



