

# Dunster First School



## Special Educational Needs Policy

March 2015

Reviewed February 2016

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Special Educational Needs Coordinator:

**Peter Hoyland**

Special Educational Needs Governor:

**Anne Leworthy**

### Acronyms

AN - Additional Needs

COP - Code of Practice

EHC Plan - Education and Health Care Plan

HN -Higher Level Needs

IEP - Individual Education Plan

LA - Local Authority

SEN - Special Educational Needs

SENCO - Special Educational Needs Co-ordinator

SEND - Special Educational Needs and Disability

## DUNSTER FIRST SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

### Definition of Special Educational Needs

"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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision."

**SEND Code of Practice 2014**

### Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 2014. The code provides statutory guidance on duties, policies and procedures relating to:

- part 3 of the Children and Families Act 2014 and associated regulations;
- Special Educational Needs and Disability Regulations 2014;
- Equality Act 2010;
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- Schools Admission Code 2012;
- The National Curriculum I England Key Stage 1 and 2 framework document September 2013;
- Safeguarding Policy;
- Accessibility Plan;
- Teacher's Standards 2012.

### Key People

The school's Special Educational Needs Coordinator (SENCo) is Mr Peter Hoyland. He is responsible for managing the school's response to the provision that is made for children with Special Educational Needs. He may be contacted at school throughout the week on 01643 821254. He is also the school's Headteacher.

The school's SEN Governor is Mrs Anne Leworthy. She may be contacted on 01643 821254.

### Our School SEN Policy Statement

Dunster is an inclusive school and as such believes that every pupil with Special Educational Needs (SEN) and disability has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic well being.

Well-being outcomes are embraced in every aspect of school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can

be done to overcome them through parents, teachers, pupils, outside agencies and the local community working together.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The school's policy is in line with the SEND Code of Practice 2014 (CoP) focusing on early identification and remediation.

### Aims and Objectives of our School

At Dunster First School we aim to work within the guidance provided by the SEND Code of Practice 2014 to:

- identify and provide for all pupils who have SEN
- raise the aspirations and expectations for all children with SEN
- provide children with SEN access to a broad, rich and relevant curriculum;
- provide a differentiated curriculum appropriate to the individual child's needs and abilities;
- ensure that parents and carers of pupils with SEN are kept fully informed of their child's progress and attainment;
- ensure that pupils are fully involved in decisions about how they should be supported (where age / maturity allows);
- be a school where all teachers and Learning Support Assistants are inclusive teachers of children with SEN and are fully involved in providing for each child's needs.
- work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.
- ensure a high level of staff expertise to meet children's needs through well targeted continuing professional development.

### Admission Arrangements

The Governing Body, in line with current government legislation, believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that:

The School Admissions Code of 2012 requires children and young people with SEN to be treated fairly. Admissions authorities:

- Must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures;
- Must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs;
- Must not refuse to admit a child on the grounds that they do not have an EHC plan. (SEN CoP 1:27);
- The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. (SEN CoP 1:28).

The school will assess each child's current levels of attainment (including reviewing pre-school or the child's previous school's records) on entry in order to have a clear understanding of

their level of attainment and needs. If the child already has an identified SEN then they will be placed on the school's SEN Register at SEN Support Additional Needs or Higher Needs.

### Inclusion

Dunster First School aims to be a fully inclusive school. We believe that every child and young person should have the equal right to:

- Be included as a valued, responsible and equal member of the learning community along with all other children and young people of the same age, having access to a common range of experiences.
- Have access to a broad, balanced and inclusive curriculum with differentiated learning which enables them to achieve their full potential and be included in a lifelong learning process.
- Attend appropriate and local provision with appropriate resources and support networks.
- Have their views heard and contribution recognised.

At our school we aim to fully include all of our children in all aspects of school life. However, we recognise that certain aspects of a child's support may need to take place outside the normal classroom setting.

As a school our policy is to admit pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN. All children, regardless of SEN, will be considered following the published admissions procedures.

Our school welcomes children with Statements of Special Educational Needs or Education and Healthcare Plans and will work with the LA (as the body responsible for arranging the special education provision for a Statemented child or a child with an Education and Healthcare Plan) to ensure that our school is the most suitable place for the child to attend.

In addition the school acknowledges that a minority of children will enter school with language and communication needs. The school recognises that it is their right to have these needs met. To this end the school is committed to providing a communication supportive environment and ensuring that all staff receive adequate training and have access to the necessary resources to develop communication supportive practice.

The school also acknowledges that a significant number of pupils will have a specific learning difference that will impact on their acquisition of literacy and/ or maths skills. The school recognises their right to receive quality teaching in a style that meets their needs. To this end the school is committed to Dyslexia Friendly teaching and classroom practice and achieved Dyslexia Friendly status in 2009.

### Identifying Special Educational Needs

As a school we recognise that there are **factors that may have an impact on a child's progress that do not constitute SEN**. These are:

- Disability (the Code of Practice outlines a 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation - this alone does not constitute SEN);
- Attendance and punctuality;

- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium;
- Being a Child Looked After;
- Being a child of a serviceman/woman.
- Being a "summer born" child.

At Dunster First School we have agreed the following graduated approach for identifying children with Special Educational Needs. Our aim will be to identify children with Special Education Needs as early as possible:

### Progress of all Children

Our aim will be for all children to make expected or better progress in their learning and development.

All teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants.

The progress and achievement of all pupils will be reviewed by class teachers on an on-going basis and discussed with the Headteacher/ SENCO at termly Pupil Progress meetings or at any other time if there are causes for concern. A variety of assessments will be employed to help teachers identify the achievement, progress and needs of all children. These include:

- evidence obtained by teacher observation and assessment;
- their performance in the National Curriculum judged against level descriptions;
- standardised screening of spelling and reading ability;
- records and information from pre-schools;
- where appropriate information from and views of children;
- information from and views of parents;
- assessments in Literacy and Mathematics;
- on-going pupil progress records;
- children's work

When necessary, individual diagnostic testing is carried out to identify specific areas of learning difficulty. The key indicator of the need for additional action is evidence that current rates of progress are inadequate. Adequate progress is that which:

- closes the attainment gap between the child and his / her peers;
- prevents the attainment gap growing wider;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This will include access to school intervention programmes (see Appendix 1). If a child's progress is inadequate the class teacher will work with learning support assistants and the SENCO to provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum. In addition the school may seek outside help to aid with the assessment, programme planning and teaching of pupils with SEN.

### Where Progress is not Adequate and Concerns Remain

Where children are not making adequate progress compared to National/ LA age related data and once they have had access to appropriate interventions or adjustments have been made to the provision being made for them then consideration will be given to placing them on the school's SEN register. This will mean that the child concerned pupil requires help over and above that which is normally available within the class or particular subject. This will be done in consultation with parents and carers, members of school staff, the SENCO and SEN professionals.

### Children needing SEN Support

**For those children that the school has identified as having SEN the 2014 SEND Code of Practice describes four broad categories of need by which a child will be classified. These are:**

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

The purpose of identification is to work out what action the school needs to take to provide support and not to fit a child into a specific category. At Dunster First School we will identify the needs of the whole child, not just their special educational needs.

### SEN Support - Additional Needs (AN)

Additional Needs is characterised by interventions that are different from or additional to the normal differentiated curriculum. Additional Needs intervention will be triggered by evidence that despite receiving differentiated teaching, pupils:

- make little or no progress;
- demonstrate difficulty in developing literacy or mathematics skills;
- present persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- have sensory/physical problems, and make little progress despite the provision of specialist equipment;
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum;

The SENCO, in collaboration with teachers, will support the further assessment of the pupil and assist in planning future support and monitoring of the action taken. The class teacher will remain responsible for working with the child on a daily basis and will liaise with the SENCO and relevant learning support assistants on the delivery of individualised programmes. Parents will be kept informed of any necessary actions. Outside agencies from the LA may be consulted in relation to further assessment, advice, strategies and planning programmes for the child. In some cases outside professionals from health or social services may be involved. Where these professionals have not already been working with the school, the SENCO will seek parental agreement to contact them. Some pupils with SEN may have emotional / mental health difficulties and follow the same graduated response.

Pupils at Additional Needs will have targets set out on an Individual Education Plan. These plans record the strategies employed to enable a child to progress and are structured as detailed below:

- short term targets set for the child;
- teaching strategies to be used;
- provision to be put in place;
- the date for the plan to be reviewed;
- the success criteria;
- the outcomes recorded at review.

At the heart of the work of the IEP process is a continuous Assess, Plan, Do and Review cycle that takes account of the wide range of abilities, aptitudes and interests of children. The SENCO and the child's class teacher will decide on the action needed to help the child to progress. This may include:

- additional support through differentiation within the curriculum;
- provision of specialist equipment;
- in-class group or individual support by class teacher or a teaching assistant;
- periods of withdrawal to work on specific programmes with a teacher or teaching assistant;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to outside agencies for advice on strategies or equipment.

IEPs for children with Additional Needs will be written by the class teacher in consultation with the SENCO. The class teacher will lead the implementation of the IEP. IEP's are reviewed and updated on a termly basis and this process involves the class teacher, SENCo, the child and parents.

### SEN Support - Higher Needs (HN)

Within the Somerset Framework of SEN, Higher Needs refers to SEN pupils who have severe and complex needs. These pupils have been allocated additional top- up funding following an audit process in which the pupil's needs are matched against stringent criteria. There will be on-going involvement with Somerset Support Services for children who have higher needs.

High Needs intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period;
- continues to work at National Curriculum levels considerably lower than expected for a child of similar age;
- continues to experience difficulty in developing literacy/numeracy skills;
- has emotional or social or mental health difficulties that often substantially impede the child's learning;
- has sensory or physical needs requiring additional specialist equipment or visits/advice from outside agencies;
- has communication or interaction difficulties that impede the development of social relationships, thus presenting barriers to learning.

Pupils at High Needs will have targets set out on an Individual Education Plan. These plans record the strategies employed to enable a child to progress and are structured as detailed below:

- short term targets set for the child;
- teaching strategies to be used;
- provision to be put in place;
- the date for the plan to be reviewed;
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At the heart of the work of the IEP process is a continuous Assess, Plan, Do and Review cycle that takes account of the wide range of abilities, aptitudes and interests of children. The SENCO and the child's class teacher will decide on the action needed to help the child to progress. This may include:

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- periods of withdrawal to work on specific programmes with a teacher or teaching assistant;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to outside agencies for advice on strategies or equipment.

IEPs for children with Higher Needs will be written by the SENCO in consultation with the class teacher, SEN professionals and the child's parents/ carers. The SENCO will work with the class teacher and any learning support assistants employed to support the child to implement the IEP. IEP's are reviewed and updated on a termly basis and this process involves the class teacher, SENCo, the child and parents.

At Dunster all children identified as having Higher Needs will be entitled to an Annual Review. The aim of the Annual review will be to:

- assess the pupil's progress in relation to the IEP targets;
- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/mathematics and life skills;
- set new targets for the coming year;
- plan the child's transition if they are transferring to a new school.

A written record of the Annual Review will be produced by the SENCO and shared with all stakeholders.

### Education Health and Care Plans (EHC)

Under the new Code of Practice previous statutory assessments, known as Statements, have been replaced by EHCs. A request for an EHC is likely to happen where despite the setting having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress.



Where a request for an EHC is made to the LA, the child will have identified complex needs that would meet the additional funding criteria or an equivalent in Early Years settings. The child's needs are unlikely to be met without:

- a) intervention or support from a special school placement or placement in a designated school or resource base attached to a mainstream school and /or
- b) significant multi-agency response required to address the complexity of need

The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested (or a child or young person is brought to the local authority's attention) until the final EHC plan is issued, must take no more than 20 weeks, unless there are exceptional circumstances as detailed in Section 9.42 of the Code of Practice.

The school will need to provide the following information:

- the action followed with respect to SEN Support;
- the pupil's IEP's;
- records and outcomes of regular reviews undertaken;
- information on the pupil's health and relevant medical history;
- National Curriculum levels;
- literacy/numeracy attainments;
- other relevant assessments from specialists such as support teachers and educational psychologists;
- the views of both parents;
- where possible, the views of the child;
- involvement of other professionals such as health, social services or educational welfare service.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

EHC plans, which now cover an age range of 0-25, should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

EHCs must be reviewed annually. The aim of the Annual Review will be to:

- assess the pupil's progress in relation to the IEP targets;
- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- consider the appropriateness of the existing EHC in relation to the pupil's performance during the year, and whether to cease, continue or amend it;
- set new targets for the coming year;
- plan the child's transition if they are moving to a new school.

With due regard for the time limits set out in the Code of Practice the school will write a report of the annual review meeting and forward it to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHC.

### Working in Partnership with Parents

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with SEN will be encouraged and supported to play an active role in their child's education.

Parents will be informed as soon as the school becomes concerned about a pupil's learning development or behavioural, emotional or social needs.

Parents will be kept informed of their child's progress and will be invited to regular reviews of their child's progress. They will have access to written information about their child and be involved at each stage of their child's education. Parents will be consulted and permission obtained before their child is referred to an outside agency.

The school's SEN policy is available to all parents; it is on the school's website and available in hardcopy if so required.

### Complaints Procedure

Parents with concerns are encouraged, in the first instance, to speak to the child's class teacher. Some parents may prefer to approach the SENCO first. Should the matter require further resolution, it will be the Head teacher's responsibility to advise the parents of appropriate procedure.

### Roles and Responsibilities

#### **The role of the Special Educational Needs Co-ordinator (SENCO)**

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day-to-day operation of the SEN policy;
- co-ordinating the provision for pupils with SEN and advising on the graduated approach to providing SEN support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and being a key point of contact with external agencies, especially the local authority and its support services;
- liaising and giving advice to teachers;
- managing learning support assistants (LSAs);
- overseeing the records of pupils with SEN;
- liaising with parents;
- contributing to the in - service training of staff.

#### **The role of the Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher should keep the governing body fully informed and also work closely with the school's SENCo.

## **The role of the Governing Body**

The School's SEN Governor is Anne Leworthy.

It is the legal duty of the governing body to as detailed in the *Governors Handbook 2014*:

- use best endeavours to ensure that the necessary special education provision is made for any pupil who has SEN;
- ensure the special educational needs of pupils are known to all who teach them;
- ensure that teachers are aware of the importance of identifying and providing for those who have special educational needs;
- ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- ensure that there is a qualified teacher designated as special SENCO for the school;
- have regard to the Code of Practice when carrying out their duties towards all pupils with SEN.
- where an LA or the First-tier Tribunal (SEND) names a maintained school as the school the child will attend on an SEN statement or Education and Health Care Plan, the governing body must admit the child to the school. Before naming a maintained school on a statement, the LA must consult the governing body of the school;
- cooperate with the local authority in developing the local offer;
- ensure the school produce and publish online its School SEN Information Report in accordance with section 69 of the Children and Families Act 2014;
- ensure the school has arrangement in place to support children with medical conditions (section 100 Children and Families Act 2014).

The Governors, in consultation with the Headteacher, determine the School's SEN policy and provision for pupils with SEN, establish the appropriate staffing and funding and generally oversee the school's work in meeting the needs and implementing the Policy.

## **The role of Teachers**

Teacher's responsibilities with regard to SEN include:

- monitoring the progress and attainment of children in their class and where appropriate sharing concerns about a child's educational progress and development with the SENCO;
- leading the planning and provision for all the children in their class, including those children identified as needing SEN support - Additional Needs;
- writing, in conjunction with the SENCO, and leading on the implementation and review of termly Individual Education Plans for children with Additional Needs;
- liaising with parents, carers and outside professionals on the provision and review of provision made for children with SEN;
- contributing to Annual Review Meetings for children with SEN Support - Higher Needs or those children with a Statement of SEN or an Education, Health and Care Plan.

## **The role of Learning Support Assistants**

Learning Support Assistants responsibilities with regard to SEN include:

- work with class teachers and the SENCO to plan, implement and review provision for children with SEN;

- liaising with parents, carers and outside professionals on the provision and review of provision made for children with SEN;
- contributing to Annual Review Meetings for children with SEN Support - Higher Needs or those children with a Statement of SEN or an Education, Health and Care Plan.

### Training

The SENCO is made aware of relevant courses and attends, where possible, relevant SEN meetings and an Annual Conference.

All staff will be given the opportunity to learn and develop appropriate specialist skills and knowledge.

At SEN Consultation Meetings, training issues are discussed with outside support agencies and further INSET or twilight sessions (after school meetings) might be arranged. Training needs of all staff are identified through Performance Management Meetings.

### Evaluating Policy

This policy will be reviewed and if necessary updated on an annual basis. The following information will be used to inform the effectiveness of the policy:

- SATs and assessment data reported annually to Governors;
- Annual Review of SEN reported to Governors;
- School Development Plan;
- Performance management;
- SEN Consultation Meeting.

## Appendix 1

### Intervention Programmes

At Dunster First School we aim to provide quality first teaching, central to which is a well differentiated curriculum. We group children according to their needs and within the classroom meet those needs through differentiated tasks and support. They are monitored and progress is tracked by the teacher.

Some children, including those who require SEN support, will access intervention programmes designed to meet specific needs which have been identified in consultation with the SENCO or outside agencies such as Speech Therapists. These programmes are carried out by school's trained staff, usually on a withdrawal basis and will be monitored using entry and exit data. These interventions will usually last for a predetermined time.

The intervention programmes which are currently available in school are:

<b>PROGRAMME</b>	<b>PERSONNEL TRAINED</b>	<b>MONITORED BY</b>
SEAL/Social Skills (Whole School)	S Payne (Lead Teacher)	P Hoyland
Learn to Move (Year R, 1, SEN)	L Collins L Vogel-Lewis	Class Teacher/ P. Hoyland
Theraputty (Year 1)	T Moles	Class Teacher/ P. Hoyland
Marvellous Maths (Year 1)	T Moles	Class Teacher/ P Hoyland
Talk Boost	L Collins T Moles	Class Teacher/ P Hoyland
Sentence Building and Speech Sounds (Year R)	Louise Collins	Class Teacher/ P Hoyland
Somerset Total Communication (Whole School and SEN)	E Vickery (STC Co-ordinator). Most school staff have had STC Induction level training	E Vickery/ P Hoyland
Speech and Language Therapy Support work (SEN)	J Turton T Moles	SPLT services/ P Hoyland
ILI Programme (Year 3 and 4)	M Osborne L Vogel L McClafferty Anne Leworthy K Evans J Dalby J Turton A Hall E Vickery D Lancaster P James	Class Teacher/ P Hoyland
Rapid Reader Programme (Year 3 and 4)	J Turton M Osborne	Class Teacher/ P Hoyland
ELSA project(Emotional Literacy Support Assistant)	J Dalby	Class Teacher / P Hoyland