

# DUNNINGTON CE PRIMARY SCHOOL



## POLICY FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

<b>Date of Policy:</b>	March 2023
<b>Date of Review:</b>	March 2026
<b>Member(s) of staff responsible:</b>	Edwina Subritzky
<b>Governor(s) responsible:</b>	Ros Williams
<b>Signature of Chair of Governors:</b>	

<b>Date:</b>	March 2023
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## **POLICY FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

This policy is written in line with the SEN Code of Practice (Jan 2015), Education Act 1996, Children and Families Act 2014 and the Equality Act 2010.

### **DEFINITION AND AIMS**

A child has a special educational need (learning difficulty) if he or she has a difficulty that requires special educational provision to be made available to him or her. Special educational provision means that for children of two or over, educational provision which is **additional to, or otherwise different from** the educational provision made generally for children of their age in schools maintained by the L.A., other than special schools.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the local education authority.

Each child with SEN is unique and their needs will be considered individually. However children's needs broadly fall into four areas:

- (a) Cognition and Learning needs (including Specific Learning Difficulty, Moderate learning difficulties, dyslexia, dyspraxia or dyscalculia)
- (b) Social, Mental and Emotional health (including Attention Deficit disorder, Attention Deficit hyperactivity disorder, Attachment disorder)
- (c) Communication and Interaction needs (including difficulties communicating with others. Those with Autistic Spectrum Condition may display difficulties in this area)
- (d) Sensory and/or physical needs (including visual or hearing impairment).

Gifted and Talented pupils are addressed in a separate policy.

Our school aims to be fully inclusive and will strive to ensure that any child with special educational needs or disabilities (S.E.N.D.) will have their needs met and that they will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum 2014.

Our school will aim to ensure early identification of pupils' S.E.N.D. in order that early action can be taken to meet those needs.

Parents hold key information and play a critical role in their children's education and our school will work in partnership with them, encouraging full involvement and giving opportunities to contribute towards their children's progress.

Our school has high expectations of all pupils and will ensure that pupils with S.E.N.D. are given the same opportunity to have their needs and interests met and to achieve their educational goals. The school will seek and take into account the views of pupils with S.E.N.D. Provision for pupils with S.E.N.D. is a matter for the school as a whole. Pupils with S.E.N.D. are the shared responsibility of all staff. **All teachers are teachers of pupils with special educational needs.**

The school will provide pupils with S.E.N.D. opportunities to receive appropriate support from within the school's own resources and/or from outside specialist agencies.

The school will support the professional development of all staff involved with special educational needs.

Individual Education Plans (I.E.P.s) and provision maps are an essential element of the provision made for special educational needs pupils and are produced by the child, teacher, parent and SENDCo in co-operation with each other.

## **ROLES AND RESPONSIBILITIES**

### **THE SCHOOL'S GOVERNING BODY**

There is a governor with responsibility for Special Educational Needs (R.Williams)

The governing body will decide on the school's general policy and approach to meeting pupils' special educational needs. They must ensure that the necessary provision is made for pupils with S.E.N.D.

Governors will ensure that they are involved in the development and reviewing of the S.E.N.D. policy and remain informed about the school's S.E.N.D. provision and see that it is continually monitored.

The governing body must ensure that teaching staff are aware of the importance of identifying and providing for those pupils who have S.E.N.D

The governing body must ensure that pupils with S.E.N.D participate in normal school activities, insofar as it is reasonably practical and compatible with the child receiving the special educational provision, the efficient education of other children and the efficient use of resources.

The governing body will ensure that the school's policy for pupils with S.E.N.D. is available for parents on the school website and upon request in hard copy.

The governing body must ensure that parents are notified of a decision by the school that S.E.N.D. provision is being made for their child.

The governing body will have regard to the S.E.N.D Code of Practice (Jan 2015) when carrying out its duties towards all pupils with S.E.N.D.

### **SENDCo**

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Edwina Subritzky, who is a part-time teacher and has achieved the National Award for Special Educational Needs Coordination (NASENCO).

The SENDCo in this school is responsible for:

- Overseeing the day to day operation of the school's S.E.N.D. policy
- Co-ordinating provision for children with S.E.N.D.
- Liaising with and advising fellow teachers, T.A's and learning support assistants
- Overseeing the S.E.N.D. records of all children with S.E.N.D.
- In conjunction with teachers, liaising with parents of children with S.E.N.D.
- Contributing to the training of staff
- Liaising with external agencies including the L.A.'s support and educational psychology services, health and social services and voluntary bodies

### **SCHOOL**

Provision for S.E.N.D. pupils is a matter for the school as a whole and all staff members have important responsibilities.

The Head Teacher and the governors are responsible for Special Education. The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work including provision for children with S.E.N.D. The Head Teacher will endeavour to keep the governing body fully informed and also to work closely with the SENDCo.

### **CO-ORDINATION AND MANAGEMENT OF PROVISION FOR S.E.N.D.**

S.E.N.D. provision remains an integral part of the School Improvement Plan.

The school aims to develop the skills of all teachers through training in order to make a positive contribution towards special needs provision.

The school has an experienced and well-qualified staff, all of whom are able to deliver quality first teaching, differentiated meet the needs of a wide range of pupils. The school does not have any specialist facility or units.

Individual Education Plans direct the implementation of teaching for pupils with S.E.N.D. and these are closely monitored and tracked using provision maps showing what interventions and/or support the child receives each term.

## **ADMISSION ARRANGEMENTS**

The admission arrangements for pupils with S.E.N.D. are the same as those for all pupils as set out in the school's admissions policy and in line with the duties outlined in the Special Educational Needs Disability Act.

Personalised transition plans are arranged for children arriving in school with additional needs, where possible.

All children with S.E.N.D. have the right to be educated in a mainstream school. Our school upholds this right and would not refuse admission to a child solely on the grounds that we would feel unable to cater for their needs.

Our school strives to be a fully inclusive school. All pupils are welcome, in accordance with the L.A. Admissions Policy.

## **FACILITIES**

The school is on one level. Wheelchair access to the main building is possible, but some doorways within the school are difficult. There are toileting and changing facilities for the disabled, but no showers.

## **IDENTIFICATION, ASSESSMENT AND PROVISION ALLOCATION OF RESOURCES**

Funding for pupils with S.E.N.D. derive from the following mechanisms. These are:

- Base budget (covers teaching and curriculum expenses)
- The delegated S.E.N.D. budget, based on the L.A. formula. This covers core support for pupils with Education Health Care Plans (excluding time allocated for SENDCo duties)

This school follows L.A. guidance to ensure that all pupils' needs are appropriately met

- Every class has an adequate range of resources to meet the needs of all pupils in the group
- When new resources are being provided, consideration will be given to the requirements of pupils with differing educational needs
- The library has an adequate range of books suitable for all abilities, as well as some more specialised reading materials
- Funds are available for the purchase of special equipment and S.E.N.D. resources
- Funds are targeted through the School Improvement Plan and S.E.N.D. provision maps

## **IDENTIFICATION, ASSESSMENT AND REVIEW ARRANGEMENTS**

The general process used in our school to identify children with S.E.N.D. and meet their needs appropriately is as follows:

- i. A teacher/parent/support assistant identifies a concern and it is reported to the SENDCo and/or head teacher. They will then appear on the school's register of children of concern.
- ii. The teacher, with support from the SENDCo, will then carefully monitor and review the pupil's progress. Should inadequate progress be made by the pupil, then an I.E.P. and provision map will be devised that addresses the pupil's needs through appropriate support and interventions. Should this happen, then the Code of Practice defines this level of provision **band 1**. This also means that the child's name will appear on the SEN register (with permission from parents) and that their progress will be monitored not only by the class teacher but also by the SENDCo. When a child has been

identified as having S.E.N.D., then interventions that are additional to or different from those made available as part of the school's usual differentiated curriculum (Wave 1 and Wave 2 teaching), should be provided. This is Wave 3 teaching. However, some interventions can be provided through good quality Wave 1 teaching.

iii. If a pupil does not progress as expected following band 1 intervention for at least a term, then the school can ask for external specialist support/assessment. This level of provision is defined as **band 2** and the L.A. has produced guidelines that identify what level of need warrants such intervention. This can be easily explained by requesting a meeting with the school SENDCo. Examples of outside agencies that can be used are speech and language therapists, educational psychologists, specialist teaching teams and community and mental health workers.

iv. If the pupil is found to have multiple special needs, requiring input from a range of outside agencies a My Support Plan may be written for the child. This is reviewed at least twice a year and gives an opportunity for all agencies involved with the child to meet and set short and long term targets for the child.

v. If the My Support Plan is reviewed and it is felt that the school needs additional resources in order to adequately meet the needs of the child then an application for an Education Health Care Plan (EHCP) can be made. This will also be necessary if the child needs to access other provision known as Enhanced Resource Provision such as the Dyslexia Centre or the Specialist Speech, Language and Communication provision. This moves the child to **band 3+**. It is at this point too that requests for additional funding can be made in order to meet the child's needs. Funding might be used to provide additional teaching assistant support or physical resources, where appropriate. The procedure for statutory assessment in order to gain an EHCP is as follows:

<b>STARTING POINT</b>				
<b>Child, young person or family would benefit from coordinated support</b>				
<b>PHASE ONE</b>				
<b>INITIAL REQUEST</b>	<b>COORDINATOR IDENTIFIED</b>	<b>IDENTIFIED COORDINATOR MEETS WITH CHILD, YOUNG PERSON &amp; FAMILY</b>	<b>PLANNING MEETING</b>	<b>'MY SUPPORT PLAN' REVIEW MEETING HELD</b>
Family or professional request coordinated support.	Someone already involved with the child, young person or family agrees to coordinate support.	An initial meeting takes place.	The planning meeting attendees will agree a coordinated plan.  <b>'My Support Plan'</b>	Outcomes & actions set at the planning meeting are reviewed then coordinated support will either: <ul style="list-style-type: none"> <li>• end</li> <li>• continue</li> <li>• move to phase 2</li> </ul>
<b>PHASE TWO</b>				
<b>FURTHER ADVICE, EVIDENCE GATHERING OR REFERRAL IS REQUIRED</b>				
As a result of a 'Support Plan' Review meeting further advice, evidence is required or a referral is made. Once further advice or evidence is gathered / received a further planning meeting is held. Following the planning meeting coordinated supported will either:				
<b>end</b>		<b>continue</b>		<b>move to phase 3</b>

### PHASE THREE

#### **COORDINATED ASSESSMENT FOR A STATUTORY EDUCATION HEALTH & CARE PLAN IS REQUESTED**

A coordinated assessment for a statutory Education, Health & Care Plan can be requested for a child or young person with special educational needs when:

- a coordinated supported plan is already in place AND
- where the child or young person requires something *different from or additional to* what is usually provided within bands 0-2 of the City of York special educational needs banding formula.

### PHASE FOUR

#### **INITIAL EDUCATION, HEALTH & CARE PLAN MEETING**

Nominated educational professional coordinates and chairs meeting with family, child/young person and advice givers to identify strengths and needs and draft an initial Education, Health & Care Plan to be submitted to the Local Authority Education Health and Care Panel.

### PHASE FIVE

#### **DECISION ON STATUTORY ASSESSMENT & RESOURCE ALLOCATION**

Local Authority Education Health and Care Panel make a decision on whether to make the plan statutory and resources agreed and allocated- including the option of a personal budget.

### PHASE SIX

#### **EDUCATION, HEALTH & CARE PLAN or 'MY SUPPORT PLAN' REVIEWED**

Support plan will be reviewed and updated following a decision not to agree a statutory Education, Health & Care Plan and coordinated support will continue OR

The first review of an EHC Plan MUST be within 12 months of the initial plan and subsequently at least every 12 months – but can be more frequent.

## SEN Banding

Level	Description
0	Inclusive Wave 1 quality first teaching
1	Provision that is additional to and/or different from.
2	Planned, delivered evaluated in mainstream school (My Support Plan)
3	Statutory: ( Through EHCPanel)
4	Additional provision in mainstream detailed in Statement/EHCP
5	Statutory: (Through EHCPanel)
6	Provision and placement detailed in Statement/EHCP

### CURRICULUM ACCESS AND INCLUSION

This school strives to be an inclusive school and bring about a sense of community and belonging through the following:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and appropriate targets for all children

All pupils have access to the full National or Early Years Foundation Stage Curriculum.

All pupils are encouraged to take part in after school activities and clubs and to participate fully in the life of the school.

Pupils with S.E.N.D. are integrated into the full life of the school as is reasonably practical at meal times and breaks and are included in residential visits and school outings.

### SUCCESS CRITERIA FOR EVALUATING THE SCHOOL'S S.E.N.D.POLICY

The success of the school's S.E.N.D. Policy and provision is evaluated through:

- Monitoring of classroom practice
- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Regular monitoring of procedures and practice by the S.E.N.D. Governor
- School self-evaluation (SEF)
- Regular Monitoring and Evaluation of SEN Provision visits by representatives from the L.A. Educational Services

Success will be indicated in an improvement in pupils' work and skills, greater motivation to learn and participate, more self-esteem and increased confidence.

Positive feedback from parents is also considered to be an indication of success.

## **ARRANGEMENTS FOR CONSIDERING COMPLAINTS**

This follows the same procedural path as determined in the school's complaints procedure.

Parents of pupils with S.E.N.D. are made aware of the Parent Partnership Service (P.P.S) and how they can access it, in order that they can obtain information, advice and support

Parents of children with an EHCP are notified by the P.P.S. and informed of arrangements and procedures. Parents have the right of appeal to the SEN and Disability Tribunal if they disagree with decisions made. Parents are welcome to contact the P.P.S. to discuss resolving any disagreement before applying to the tribunal

## **PARTNERSHIP WITHIN AND BEYOND THE SCHOOL STAFF DEVELOPMENT**

All staff are actively involved in the review and implementation of the S.E.N.D. policy.

The Head Teacher and SENDCo will ensure that all staff are aware of any developments and new or different procedures for S.E.N.D. in the school through staff meetings and training.

## **WORKING IN PARTNERSHIP WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

External support services can play an important part in helping schools identify, assess and make provision for pupils with S.E.N.D. Services should focus on addressing the needs of S.E.N.D. pupils and improving their situation through providing support for:

- Early identification
- Continued engagement with the pupil and parents
- Focused intervention
- Dissemination of effective approaches and techniques

Our school will distribute information that includes the school's arrangements for working in partnership with the L.A.'s support, health and social services and other relevant local and national voluntary organisations.

When the involvement of outside specialists is sought, the SENDCo has responsibility for co-ordinating the special educational provision made for the pupil.

Parent partnership is crucial in dealing with all aspects of the child's development. Parents will, therefore be given a clear understanding of the targets to be achieved and the timescale involved.

When outside agencies are involved, it is with the parents' understanding and agreement. Consideration will be given to parents' wishes and views at all stages.

Our school and/or the L.A. can arrange for parents of pupils with S.E.N.D. to be provided with services offering advice and support (Parent Partnership Service) and a means of resolving disputes. Information leaflets are available. A home/school agreement is in operation in this school.

## **PUPIL PARTICIPATION AND THE VOICE OF THE CHILD**

Children who are capable of forming views have a right to receive and make known information, to express an opinion and to have an opinion taken into account in any matters affecting them

At our school, children with S.E.N.D. have a right to be involved in making decisions and exercising choices

Where at all possible, all children with an IEP, My Support Plan or Education Health Care Plan will be asked to give their views about their education and make contributions at their annual reviews. This will be done with sensitivity and in the light of their maturity, experience and knowledge

Children with S.E.N.D. participate in decision making, target setting and reviewing of targets

All children at our school will be given opportunities to make choices and encouraged to understand that their views matter and are valued.

## **LINKS WITH OTHER SCHOOLS AND ARRANGEMENTS FOR TRANSFER AND UPON LEAVING SCHOOL**

When a child with S.E.N.D. transfers to another school, the Head Teacher and class teacher, in consultation with the SENDCo, are responsible for the passing on of S.E.N.D. information.

Staff from secondary schools may visit to talk with Dunnington staff and pupils.

Contacts with other schools and special schools or units are developed when necessary in individual cases.

Pupils with an EHCP will normally have an annual review in the final term of Year 5 or early in Year 6 when parents will state their preferred secondary school for their child. The child's plan should then be amended in the light of the recommendations of the annual review, the parents' views and the response to consultation by the L.A. with the schools concerned.

The SENDCo of the receiving school will be invited to attend the final annual review.