



DOGSTHORPE INFANT SCHOOL

SEND Policy




Ratified by: Full Governing Body

Date: 02/10/18

Minute: 5.1

Review Date: Every two years

Welcome to our school family where children are...

-  **inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.**
-  **nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.**
-  **little stars who deserve to shine.**

Policy Overview.

What is the policy for?	<ul style="list-style-type: none">• The policy is for all members of the Dogsthorpe Infant School community so that there is common understanding about how we meet the needs of our pupils with special educational needs and disabilities.• The policy also supports parents in knowing what we do at Dogsthorpe Infants to meet the needs of our pupils.
Who has devised and contributed to this policy?	This policy has been developed by the SENDCO and parents have been invited to contribute.
How will this policy be communicated?	This policy is available in the school office and on the school's website.
How will this policy be monitored?	<ul style="list-style-type: none">• Governors will review the policy in line with the schedule.• Standards of attainment and achievement for SEND pupils will be monitored and shared with Governors at termly Strategic meetings.• Governor monitoring will take place in school by the link governor for SEND.
Which other policies are linked to this policy?	<ul style="list-style-type: none">- Accessibility- Anti-bullying- Complaints procedures- Data Protection- Equality- Behaviour- Safeguarding- Managing the Medical Conditions of Pupils <p><i>This policy complies with the statutory requirement laid out in the 'SEND Code of Practice 0-25', Jan 2015.</i></p>

Aims.

At this school we aim to:

- * raise the aspirations for all pupils with SEND.
- * provide a focus on outcomes for children and not just hours of provision/support.
- * enable children to feel they are valued members of the class, school and society.

Objectives.

- * To identify and provide for pupils who have special educational needs and additional needs.
- * To work within the guidance provided in the SEND Code of Practice, 2014.
- * To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- * To designate a member of the teaching staff to be Special Educational Needs and Disabilities Co-ordinator (SENDCO) ensuring that all new SENDCOs have the National Award for SENDCOs qualification.
- * To provide support and advice for all staff working with children with identified SEND.
- * To ensure pupils and parents have a voice in the process.

Identifying SEND pupils.

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical.

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. However, these are not, in themselves, an indication for SEND:

- 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.

Our school identifies children with SEND by:

- Responding to concerns from parents/carers
- Carrying out observations
- Assessing pupils regularly and reviewing in half-termly Pupil Progress meetings
- Monitoring progress made over a set time-frame
- Using the expertise of outside agencies
- Where appropriate using tests to identify specific needs

A Graduated Response to SEND support.

The school adopts the levels of intervention as described in the SEND Code of

Practice and is reflected in the SEND flow chart used by the school (See Appendix 1). The Code of Practice advocates a graduated response to meeting pupils' needs:

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Overview. The class teacher will remain responsible and accountable for planning and delivering individualised programmes. Parents will be kept informed of the action and results. An Individual Provision Map will be used to record targets and programmes used with the pupil. (See Appendix 2)
- Placement of a pupil on the SEND Overview will be made by the SENDCO and parents will be informed. Referrals may be made to external support services who will advise on targets and provide specialist inputs to the support process.
- A Co-ordinated Plan will usually be triggered when despite receiving differentiated teaching 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 (one year lower) than expected for a pupil at a similar age
 - Continues to experience difficulty in developing literacy/numeracy skills
 - Has emotional problems that substantially impede their learning
 - Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
 - Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.
- Parental consent is sought before any external agencies are involved. The resulting Co-ordinated Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Statutory Assessment.

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Individual Provision Maps
- Current and past Co-ordinated Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. This plan must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite relevant staff, agencies and parents.

Curriculum Access and Provision

Dogsthorpe Infant School is governed by the Local Authority Admissions Policy. The Local Authority may admit a child with a statement of educational special needs or an Education, Health Care Plan which names a school.

All relevant and reasonable adjustments are made to prevent SEN pupils from being treated less favourably than others and to ensure inclusion for all.

The SEND local offer for Dogsthorpe Infant School outlines the steps taken to ensure all children have full access to all curricular and extra-curricular activities.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- * in class support for small groups with an additional teacher or Teaching Assistant
- * small group withdrawal with TA or Pastoral Team.
- * individual class support / individual withdrawal
- * further differentiation of resources
- * specialised interventions
- * provision of alternative learning materials/ special equipment
- * access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

Special Facilities

- 1 Disabled Toilet/Shower Room
- Slopes for wheelchairs at the front and rear of the building and from each classroom to the playing areas.
- Double doors at the exits and entrances to the building.
- Slopes leading from the playing field to the playground.
- Slopes leading from Reception classes to raised garden
- Railings leading from Reception classes to Reception garden area
- Wheelchair

It is important to note that some pupils will, from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities, which prevent or hinder them from making use of the facilities provided. We will give these pupils individual consideration and make special provision for them, working in partnership with others if necessary. As a result of this, children access support for as long as they need it and can be added or removed from the SEND Overview accordingly.

Supporting Pupils and Families.

Parents can access Peterborough City Council's Local offer on:

www.peterboroughcitycouncil.co.uk

The school's SEND Information Report can be accessed via the school website:

www.dogsthorpeinfants.com

The school has adopted the admissions policy of Peterborough Local Authority. Priority is given to Looked After Children, Children with Statement of Education need/Education Health Care Plan, followed by children with identified medical need then children living in the school catchment area.

The 'Managing the Medical Conditions of Pupils Policy' is available via the school website.

Training and Resources.

The SEND budget is allocated according to the funding formula as outlined by the Local Authority offer. Levels of support are decided by need at targeted specialist and specialist level as seen on the offer and agreed within school. If a pupil is in receipt of an EHC Plan, funding will still be within the school's budget. However, where there are significant needs top up funding is available provided by the Local Authority.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. All staff are encouraged to undertake training and development. SEND systems and structures are included in the induction programme. The SENDCO regularly attends the LA network meetings and other relevant training in order to keep up to date with local and national updates in SEND. The SENDCO or professionals from external agencies lead training for staff as appropriate. The Governors are also expected to access SEND training appropriate to their role.

Roles and Responsibilities (see Appendix 3 for names)

The Class Teacher:

- Identifies that a pupil has special educational needs as the teacher is devising additional and different provision to other children.
- Plans what each pupil should learn and teaches pupils at all stages.
- Supervises and directs the support staff involved in the learning of their pupils.
- Assesses and records whether learning has occurred.
- Monitors records kept by TAs working with children with Individual Provision Maps, Co-ordinated plans or EHC Plans.

The Special Education Needs and Disabilities Co-ordinator (SENDCO)

- Oversees the school's SEND policy.
- Advises teachers on how pupils might meet planned learning objectives.
- Co-ordinates provision mapping and management.
- Maintains the school's SEND Overview.
- Oversees the records kept by class teachers on all pupils with special educational needs and disabilities.
- Liaises and works in partnership with the parents of children with Special Educational Needs and disabilities.
- Contributes to the training of staff and governors.
- Liaises and works in partnership with external agencies, including the Educational Psychology Service, Primary Learning Support Service, Behaviour Support service,

Child Protection Service, Hearing Impairment Service, Educational Welfare Service, Visual Impairment Service, Children's Social Care, Voluntary Organisations and other multi agencies when needed.

- Holds review meetings annually for children with EHC Plans.

The SEND Link Governor

- Meet with the SENDCO at least twice a year to monitor and evaluate the SEND policy, procedures and provision.
- Ensure that they are up to date and knowledgeable about the school's SEND provision, including funding and resources (including staffing).
- Attend training relevant to role.
- Ensure they are fully involved in developing and monitoring the school's SEND Policy.

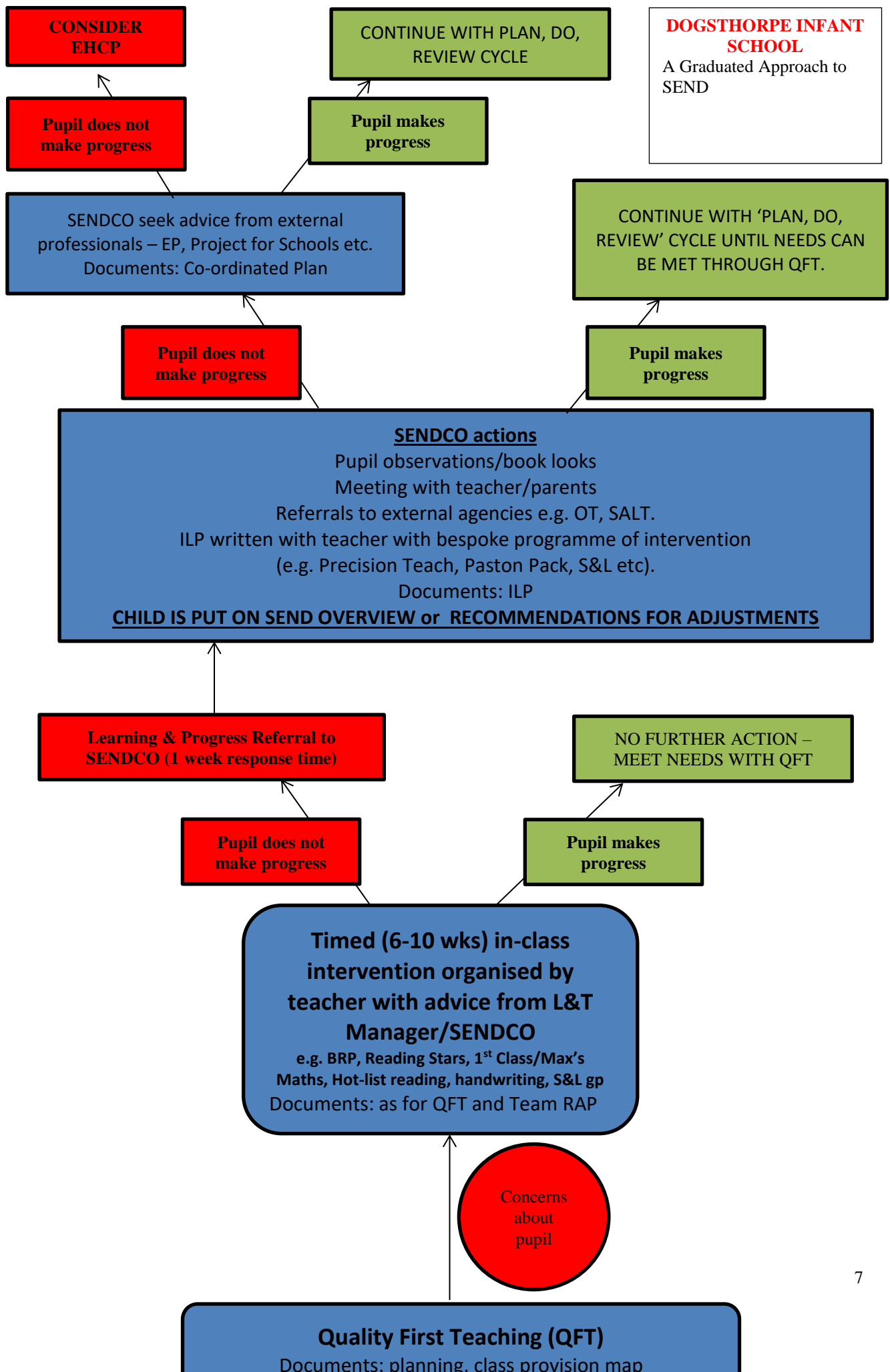
The Headteacher:

- Has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the Headteacher in the first instance.

Monitoring and Evaluation of SEND.

- Senior Leaders and Governors acknowledge that additional intervention and support cannot compensate for a lack of good quality teaching.
- We have a rigorous and robust system in place to monitor the quality of teaching including lesson observations, learning walks, parent and pupil questionnaires, book scrutinies and Pupil Progress Meetings.
- **Our monitoring includes reviewing teachers' understanding of strategies to identify and support pupils with SEND and provide professional development as appropriate.**
- These arrangements promote continuous reflection, review and improvement of provision for all pupils. As part of this, interventions and progress against targets for SEND pupils is monitored by class teachers and Senior Leaders.

Appendix 1 SEND Flow Chart



Appendix 2 - Individual Provision Map

Name

Pupil Details							
Date of Birth:	Pupil Premium	Y	N	Ethnicity:	EAL	Y	N
Known Diagnosis	Strengths			Barriers to learning	Any Other Info		

Recommendations from Agencies and Professionals			
Agency/Professional	Date	Advice given	Comments

Long Term Provision and Adaptations to Quality First Teaching			
Activity	Date Begun	Comments and reviews	Date Finished and Impact.

Short Term Targets – Cycle One		
Date Targets Set:		Date of Review:
Target	Provision	Impact

Appendix 3 – Roles.

SENDCO	Mrs Joanne Marshall-Sully
SEND Team	Mrs Emma McMenemy – Specialist Support Teacher
SEND Team Administrator	Mrs Tina Gardner
Pupil Premium Lead	Mrs Joanne Marshall-Sully
Safeguarding Team	Mrs Becky Waters Mrs Emma Marks Mrs Sara Hibbert Mrs Tina Gardner
SEND Governor	Mrs Catherine Wilson