Dilton Marsh C of E Primary School

Special Educational Needs Policy

The school Special Educational Needs vision

Dilton Marsh C of E Primary School has a Special Educational Needs Co-ordinator (SENCO), Laura Driscoll. The contact phone number is: 01373822902. The Special Education Needs and Disability Governor is Debbie Roberts.

At Dilton Marsh C of E Primary School, we believe that all children have a right to a broad and balanced education, to thrive at school and enjoy their learning journey. All children are entitled to an education that is appropriate to their individual needs and together with parents and carers we endeavour to do all that we can so that all children achieve their best. For more details on inclusion see: www.diltonmarsh.wilts.sch.uk

Expectations for all children to achieve their potential are high at Dilton Marsh C of E Primary School. Teachers take time to get to know the children very well, understanding their learning styles and strengths as well as areas that they need to improve. Teachers take account of children with special educational needs and if necessary set learning goals and along with the Special Educational Needs Coordinator agree provision that meets the child's needs. Support is focussed on outcomes and is carefully monitored to ensure the intervention is effective.

How we provide for Special Educational Needs at Dilton Marsh C of E Primary School

- Identify and provide for pupils who have Special Educational Needs and additional needs;
- Work within the guidance provided in the Special Educational Needs and Disability (SEND) Code of Practice, 2014;
- Frequent communication between Senior Leadership Team (SLT), teachers, Headteacher and SENCO;
- SENCO to work with the Special Educational Needs (SEN) inclusion Policy;
- Provision of support and advice for all staff working with SEN;

Aims and objectives of the policy

- To strive to create an environment that meets the special educational needs of each child in order that they can achieve their potential in activities with pupils who do not have SEN;
- To identify the key responsibilities that we have at school to all children and those with SEN;
- To ensure a high level of staff expertise to meet pupils' needs, through training and professional development;
- To show the different roles of staff and governors and how they play a vital role in securing quality learning for every child at school;
- To show how Dilton Marsh C of E Primary School enables all children to have full access to all elements of the school and curriculum;
- To ensure support for pupils with medical conditions and/or disabilities so that they are fully included in all school activities;
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

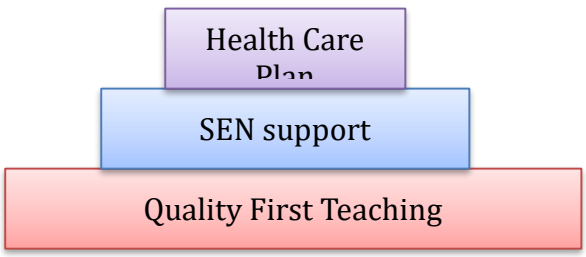
Identifying Special Educational Needs

We have adopted a 'Graduated Response' to the identification of children with Special Educational needs. There are four broad categories that give an overview of the range of special needs:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

These four areas assist the school in understanding more about the child's difficulties or range of difficulties, and offers teachers a more 'global' understanding of a child's needs. These four areas are broken down into descriptors, (This document is known as the WGRSS – Wiltshire Graduated Response for SEND Support). These descriptors help to pinpoint exactly what needs should be planned for. Teachers and the SENCO also focus on the 'whole child' and how they perceive their strengths in school and how they feel they learn best.

A Graduated Approach to SEN support



- 'Quality First Teaching' is considered the key to success with all learners. At Dilton Marsh C of E Primary School, our teaching incorporates highly focussed lessons with clear objectives, engaging children with opportunities for them to take responsibility for their own learning, so they become more independent. High levels of interaction with the children are important both with the teacher and with their peers. This approach is the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. Good classroom practice involves differentiation, and this is the first step in responding to children with SEN. The SEND Code of Practice 2015, makes it clear that the teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Teaching staff, are monitored regularly to review the quality of teaching for all the pupils including those who are considered vulnerable or who have SEN. This monitoring involves looking carefully at the data, for an example all the children in the class are making reading and spelling ages, to ensure progress. Pupil Progress meetings 5 times a year allow for the progress of children with SEN to be monitored by the class teacher, teaching assistant, assistant head and the SENCO. Lesson observations, also provide important feedback to teachers and can be valuable in developing more of an understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Assess

- If a child is not progressing in line with national expectations despite 'Quality First teaching' and reasonable adjustments, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress. The teacher and SENCO will look at formative and summative assessments and the child's One Page Profile to select provision appropriate to the child's needs. Parents will also form an important role in providing additional information about their child, and share how they feel the school can best support their child. For higher levels of need, the school, with permission from parents will draw on external agencies and professionals to offer guidance to the teaching staff and / or support to the child. The external agency will then write a report on their findings.

Planning

- If a child accesses support from external agencies they are then placed on the SEN register at the school. If it is decided to provide SEN support, the SENCO and the teacher in consultation with the parents and child agree outcomes that they are seeking and interventions are put into place.

Do

- The SENCO and class teacher oversee the interventions talking with the child about how they feel about their learning and progress. The child's teacher remains the responsible for working with the child on a daily basis.

Review

- The intervention is monitored on the child's IEP regularly and communication between the teacher delivering the intervention and the SENCO is maintained to ensure progress is being made or if any adaptations need to be made. Progress in relation to the desired outcomes is shared with parents and child regularly.
  When a child achieves their outcomes then the process of assessment begins again. If, however after assessment it is felt that the child no longer requires an intervention then the school discusses the pupil's progress with the parents and the child exits the intervention.

Vulnerable Groups

Research suggests that there are factors that are not Special Educational Needs, but may impact on progress and attainment. The teacher together with the SENCO, carefully monitor the following groups to ensure progress is made in line with their peers:

- Disability
- Poor attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The role of the SENCO and what provision looks like at Dilton Marsh C of E Primary School

The SENCO's responsibilities:

- Overseeing the day to day operation of the SEN policy;
- Working alongside staff in assessing children's needs and where appropriate working with individuals or groups;
- Monitoring, evaluating and reporting on provision to the Academy Council in conjunction with the designated responsible person;
- Liaising with parents of children with SEN;
- Contributing to the in-service training of staff;
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer;

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and speech and language therapy:
- Making regular visits to classrooms to monitor the progress of children on the SEN register or those receiving support;

Supporting pupils and Families

- The Wiltshire Local Offer provides information and guidance on services for children and young people, aged 0-25 with Special Educational Needs. For more information go to www.wiltshirelocaloffer.org.uk
- There is additional information on how Dilton Marsh C of E Primary School supports children with SEN, the nature of support available and statistics on the amount of children with Special needs currently attending the school in the SEN Information Report which is on the school's website.

Admission arrangements

At Dilton Marsh C of E Primary School, normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire admissions criteria, which can be viewed at www.wiltshire.gov.uk/schoolseducationandlearning. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment.

Supporting pupils at school with medical conditions

At Dilton Marsh C of E Primary school we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Healthcare Plans specifying the type and level of support required enable the school to allocate the necessary staffing and or make adjustments to the school and or classrooms. For example, if a child is transferring from a school with a Healthcare Plan every effort will be made to ensure the child's needs are fully met, through liaison with the LA and any other external agencies. If the child has a disability and SEN their provision, if necessary will be planned alongside the Healthcare Plan.

Monitoring and Evaluation of SEND

All learning is actively monitored through:

- Work scrutiny
- Planning scrutiny
- Classroom observations
- Peer observations

- Formative and summative assessment from teachers
- Progress reports
- Pupil progress meetings
- Pupil tracker
- Co-ordinator evaluations

This process promotes an active process of continual review and improvement of provision for all pupils.

In addition, the SENCO monitors the movement of children within the SEN system in school and provides the senior leadership team with regular summaries of the impact of intervention within the school. Feedback from assessments, the classroom teacher and both the pupil's views and parent's views, are used to up-date SEN passports and ensure progress is being made. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO, and the named governor with responsibility for special needs, also hold regular meetings.

The role of the Academy Council

At Dilton Marsh C of E Primary School the Academy Council challenges the school and its members to secure necessary provision for children who have SEN. The school is accountable for the provision made for children with SEN and the governors ensure that children with SEN are admitted to the school in line with the school's agreed admissions policy. The governors ensure equality and so that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs.

The SENCO and the governor responsible for SEN meet regularly to review the SEN policy, and any changes are then discussed with the Headteacher.

Training and Resources

The Academy Council has determined that 15% of the total school budget be allocated for special educational needs, based on the number of children with special educational needs. This money will be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for SEN and meeting the objectives of this policy. Funding for some of the intervention programmes run by teachers comes from pupil premium. In the case of allocating resources and staff to children with a Healthcare Plan then the SENCO liaises with the local authority to secure funding.

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 in SEN. Staff who attend further courses will feedback to staff meetings on courses so that up-dates are disseminated. The SENCO meets with new staff to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of

individual pupils. The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND. Partnership with the other schools in the trust, provide useful links with SEN resources and training.

Roles and responsibilities

- Learning support staff, at Dilton Marsh CE Primary School are either classroom assistants, who work with groups of children or individuals, or they are named pupil teaching assistants who work with one individual child who is on the SEN register and who have specific learning needs.
- Sharon Broad is responsible for safeguarding
- The Headteacher, Jo Ronxin, together with Alison Hyde, and Sandra George manage the Pupil Premium Grant and the Local Authority Funding.
- Vicky Hallam is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Reviewing the policy

This policy will be continually monitored and evaluated with reference to the aims outlined at the beginning of this policy by the SENCO and the school's SEN governor. This evaluation process will take into consideration the views of:

- Teachers
- Parents/carers
- Pupils
- External professionals and agencies

This policy complies with:

- The Equality Act 2010
- SEND code of practice (April 2014)
- The school's SEND Information Report (October 2015)

The policy will be reviewed October 2018

Accessibility

All schools have a duty to increase over time the accessibility of schools for disabled pupils and to implement their plans. Dilton Marsh C of E Primary School has worked towards ensuring good access with wide entrance, double doors and level playing ground. Level tarmac paths also allow access to gardens and the school playing field. The whole school adopts an ethos of inclusion and understands our responsibility to remove barriers to learning, both inside the classroom and outside. There are, a wide variety of free afterschool clubs available for children to attend. Children with SEN or Disabilities are accommodated for, through extra staffing, adaptations made to the teaching of sports and games, or the equipment used, so that all children can take full advantage of extra-curricular activities.

Complaints procedure

If Parents/carers have a complaint concerning provision for their child, they should initially attempt to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the Academy Council. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint could be taken to the LA and/or Secretary of State.

Providing a safe learning environment

In order to keep **all** children safe at Dilton Marsh C of E Primary School we focus on;

- Relationships with other children – through Personal Social Health Education children focus on: friendship/loss/health/trust/diversity /understanding feelings/self-esteem;
- Anti-bullying – through awareness of Friendship week;
- Playground interaction through games, toys, quiet and art areas, a sports coach is also employed to organise games and sports at lunch times
- Low ratio of staff to pupils on the playground so that we can closely monitor all children and they can be quickly attended to if necessary;
- Restorative justice which enables all children to develop a sense of responsibility;
- Internet safety is taught to all children;

Safeguarding children with SEN

Additional safeguarding measures are put in to place if necessary. For example, some children with SEN may require additional internet tuition to ensure they use the internet safely.

For more information on SEN at Dilton Marsh CE Primary School see: www.diltonmarsh.wilts.sch.uk and find SEN Information Report.