



# Special Educational Needs and Disabilities Policy

Version 1.2



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Special Educational Needs Coordinator: Dave Wright, Deputy Principal  
Nominated SEN Governor: Neil Grecian  
Safeguarding leads: Mr Daniels, Principal, Mr Wright, Deputy Principal

This policy has been written by the Special Educational Needs Coordinator and the Senior Leadership Team in collaboration with the governing body and in consultation with staff, parents and children.

This policy has been written to comply with the responsibilities placed on schools under the following:

Equality Act 2010  
Special Educational Needs and Disability Code of Practice 2014  
Children and Families Act 2014

### **School Context**

Dursley C of E Primary Academy has a Christian foundation and a strong Christian ethos within daily practice. We keenly promote pupil's spiritual, moral, social and cultural development and to this end we deliver a values-based curriculum and behaviour policy, helping to ensure effective relationships within and outside school.

Contextual data from Raise Online gives a misleading view of affluence and of being average nationally. The School serves a Surestart area and has a phase 1 children's centre on site. (58% of school intake 2013). The Surestart catchment comprises two areas, both having significant barriers. Maiden data places these areas in the bottom 20% for families of higher education/higher financial capacity, income and employment. Disadvantaged Pupil numbers are lower than would be expected as stigma of the Free School Meal category is high in the area, despite work on changing attitudes.

Pupil numbers are rising steadily since the Academy was removed from an Ofsted category in Spring 2013 (242 - 292). Mobility figures show contentment and a tradition of coming to school. The Academy is founded on emotionally secure children with a high sense of well-being.

### **Aim and Objectives**

Our aim is to create an inclusive academy in which every child, member of staff and parent feels properly supported *when faced with a learning difficulty or special need*. Together with having high expectations, this will help us to overcome barriers in children's learning and to close achievement gaps with others. In this way, all our children can participate fully in the life of the academy, feel equally valued and be helped to reach their full potential.

We will seek to achieve this aim by:

- Acknowledging that all children have different ways and rates of learning and that all may experience a difficulty or special need at some point in their academy life.
- Planning to meet the full range of learning needs and styles within the curriculum.
- Making sure that all lessons provide suitable learning challenges for all members of the class, by differentiation whenever appropriate.
- Tracking all pupils' attainment and progress to ensure effective and early intervention and continuously reviewing and evaluating the support arrangements that are in place.
- Designating a qualified teacher to oversee the SEN provision and to support class teachers to meet the needs of children with SEND.
- Providing a team of support staff who work with groups and individuals throughout the school under the guidance of the SENCo and teaching staff.
- Using a graduated approach to provide the correct level of support, as outlined in the Gloucestershire Guidance Booklet.
- Listening to and valuing the views of parents or carers, involving them as much as possible in setting and reviewing their children's targets for improvement and acknowledging that progress is most likely to be made when action taken at school is backed up by home support.
- Listening to and valuing the views of pupils, involving them as much as possible in considering how they learn and how their needs will be met, setting and reviewing their own targets for improvement, to help them take responsibility for their learning.
- Providing behaviour support, including use of support staff where necessary, that focuses on helping children to learn to manage their own behaviour.
- Creating an ethos that celebrates achievement at all levels and in all aspects so as to build confidence in all our children.

Few children will need SEN support, but some will **at times**. Care will be exercised to avoid over-identification of Special Educational Needs. Some children may have behavioural needs, medical conditions or disabilities but would not necessarily be SEN. These are needs that cannot be met through normal classroom practice so other provision needs to be planned and coordinated for these children via the graduated approach. The quality first teaching in our classrooms is designed to enable an inclusive approach for children with varying needs, helping to break down barriers to learning.

## **Roles and Responsibilities**

The Governing Body, in collaboration with the Principal, is responsible for:

- Determining the academy's general policy and approach to provision for pupils with special educational needs;
- Establishing the appropriate staffing arrangements;
- Deploying SEN resources;
- Maintaining a general oversight of the academy's work;
- Reporting annually to parents in the implementation of the school's SEN policy, via the Annual SEND Report.
- Ensuring the publication and annual updating of a SEND information report to support the Local Authority SEND Local Offer.

The SEN Co-ordinator is Mr Dave Wright who is also the Deputy Principal. Neil Grecian, chair of governors and nominated SEN governor, meets with Mr Wright on a regular basis. Claire O'Connell is the link governor for the Mental Health component of SEND-see later in this policy. She meets with Dave Wright or Louise Northam termly to review mental health work in the school, then reports to Neil Grecian.

The Principal, assisted by the Leadership Team and the SEN Co-ordinator is responsible for:

- Overall management of the provision for special educational needs;
- Keeping the Governing Body fully informed.

Dave Wright and Louise Northam are the designated mental health leads in school. They are responsible for:

- Meeting fortnightly with the CYPS link professional (Jane Beamish) to review needs and provision.
- Overseeing the delivery of mental health components in the curriculum in collaboration with Janine Hardwick (curriculum coordinator).
- Supporting staff in identifying children with mental health needs
- Supporting staff in identifying appropriate interventions for these children.
- Supporting children and parents where needed.
- Meeting termly with Claire O'Connell, mental health governor to report on needs and provision.

Class teachers are accountable for:

- Identifying whether a child in their class or set has SEN and what those needs are, with support from the SENCo as necessary.
- The progress of all children in their class, including those with SEN;
- Differentiating the curriculum and teaching approaches so that the learning is accessible for all children;
- Using teaching assistants to provide targeted support for identified children in the class, but remaining responsible for the teaching and learning of pupils with SEN;
- Coordinating and reviewing a pupil's individual learning plan.

The SEN Co-ordinator (SENCo) is responsible for:

- Managing the day to day operation of the policy;

- Providing leadership and development to the team of Teaching Assistants;
- Supporting and advising class teachers on how to identify and meet the needs of children with SEN;
- Contributing to in-service training;
- Ensuring that pupils' records are maintained and up to date;
- Keeping staff fully informed of the special needs of the children they teach and collaborating with teaching staff, staff from other agencies, parents/carers and where appropriate children when writing and reviewing individual learning plans, including My Plan, My Plan+ and Education and Health Care Plans;
- Acting as an additional link to class teachers with parents or carers of children with SEN;
- Acting as a champion for pupils with SEN and their families;
- Monitoring and evaluating the strategic development of SEN provision in the academy, judging the impact and effectiveness of the school's approach;
- Contributing to the Local Authority's SEND Local Offer in collaboration with staff, parents and the governing body, ensuring our SEND Information Report to parents is published on our academy website and updated as required;
- Working closely with the SEND governor on all aspects of SEND provision within the academy and reporting to the governing body annually about the progress of children with SEND, how the notional SEND budget has been deployed and the impact and effectiveness of the SEND arrangements the school makes;
- Managing and updating SEND resources, reviewing the range of intervention programmes and strategies that are available and making informed decisions about what works best, using evidence-based judgements of effectiveness;
- Overseeing the use of structured conversations as part of the Achievement For All programme to engage harder to reach families;
- Monitoring the provision in the nurture room and its impact.

The Teaching Assistants are responsible for:

- Liaising with teachers to help plan interventions for identified children;
- Delivering interventions;
- Helping to monitor the progress made by children doing interventions and therefore whether the interventions need adapting in any way;
- Feeding back to teachers about how children are progressing;
- Managing behaviour for learning for key children;
- On occasions, teaching larger groups of children.

Teaching Assistants running the nurture group are responsible for:

- The same roles as Teaching Assistants as outlined above;
- Planning and delivering learning activities for children in the nurture group.

Higher Level Teaching Assistants are responsible for:

- The same roles as Teaching Assistants as outlined above;
- Sometimes they will be required to teach classes to enable teachers to have planning, preparation and assessment time (PPA).

## **Admission Arrangements**

The Governing Body is responsible for the management of admission arrangements, which accord with those laid down by the Diocese of Gloucester Academies Trust. The academy acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as to identify and provide for those not previously identified.

## **Accessibility**

The academy has full access for wheel-chair users, including a lift to the first floor and ramps throughout, with a toilet suitable for disabled users on both floors. There is also a shower room on the ground floor. Both the gym and peripatetic music room are fitted with special ceiling tiles to ensure they have suitable acoustics. The Academy, when developing the building, will ensure that disability access for all needs is catered for.

## **Allocation of Resources**

The school has a budget to support all children, including those with SEN. The Principal informs the governing body as to how the notional SEN budget has been used and reports on the impact of this. The majority of the notional SEN funding will be used to employ additional support staff. Some children with EHCPs may bring additional top up funding to the school.

Most children will have any additional needs, or barriers to learning, identified and met through the high quality teaching arrangements made in all classrooms. We call this 'Quality First Teaching' and children will not always need support which is additional to or different from that which is usually available to enable them to make progress.

On occasions, children fail to make adequate progress, despite carefully planned, high quality support being in place, and they require support which is additional to or different from that usually available. In this case, the school, in partnership with the parents and child, will consider whether the child has Special Educational Needs.

## **Identification and Assessment of Special Educational Needs**

In line with the national SEN Code of Practice, children's needs can be identified through a number of routes:

- In regularly and carefully tracking the progress of all children the class teacher may notice that a pupil is not making expected progress when compared to his or her peers;
- A parent or the pupil may be concerned about progress being made or any emerging barriers to learning;
- There may be a previous record from another school or early education setting;
- There may be a difficulty highlighted through implementation of the school assessment policy;
- There may be an expression of concern from an external agency.

If the school is concerned about a pupil's progress this would be discussed with the parents and we would review the arrangements that are in place in the classroom. We would provide some targeted intervention for a time limited period, assess the impact of this and carefully monitor the child's responses to well founded interventions before deciding that the slow progress is attributable to a special educational need; all other possible causes would be considered first.

### **The graduated approach and the four part review cycle**

Where a pupil is identified as being in need of SEN Support, the school will take action to remove barriers to learning and put effective special educational provision in place. SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. **This is known as the graduated approach.** It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the needs of the pupil. The class teacher, with support from the SENCo as required, will drive movement around the four part **Assess, Plan, Do and Review cycle.**

### ***Assessing***

Every child's attainment and progress is tracked continuously. This enables us to quickly identify if there is an attainment or progress issue. This process is supported by 4 times a year pupil progress meetings between teachers, TAs and the principal or deputy principal (SENCo). In addition, teachers or TAs have the opportunity as part of regular meetings to raise awareness of other concerns that they have about children's development. If required, further meetings with the SENCo will help identify whether interventions are required to help support the child.

### ***Planning***

- Once a child's specific need has been identified, their My Profile may be considered (or if a My Profile hasn't been created, one may be produced in discussion with the child) to help identify and plan the right support approaches. A clear analysis of their needs will occur and where relevant, liaison and consultation with external professionals and support services will be made (eg advisory teacher, educational psychologist). Non-educational professionals (eg Health Professionals, Social Services) may also be involved in assessment and planning. Close links with home will enable school to be aware of any changes in home circumstances that may be impacting on the child's well-being. Rigorous measures will be used as a baseline from which progress can be judged. A meeting with parents/carers and where appropriate the child will enable a My Plan to be produced with the required targets and outcomes. The child is now considered to have Special Educational Needs under the 'SEN Support' category and parents must be informed of this. A copy of the My Plan will be given to the family. In deciding whether the difficulty merits this level of support, we will look at the individual case of each child, alongside the descriptors given in the 'Gloucestershire County Council's guidance for professionals working with children and young people with additional needs, including SEND.' These are designed as a guide for schools to identify what might be beyond universal provision and therefore what is additional to or different from that usually available.

- In the event of a need for involvement of an external agency and where this involvement contributes to the child's learning or behavioural outcomes, the child will need a My Plan +. This is still part of the SEN Support category. Parents/carers and the child will be involved in helping set the outcomes and in agreeing which external agencies will be involved. Parents/carers may also make a request for a meeting to agree such additional levels of support. These children may require statutory assessment of their special educational needs which will lead to an Education and Health Care Plan (EHCP). See below.
- In a small number of cases, the special need is significant enough for the child to be considered for Statutory Education, Health and Care Assessment. The LA will be involved in considering the need for Statutory Assessment and the school will normally put forward only those children who have been assessed as requiring a level of support beyond that which a school is reasonably expected to provide from its own resources. It is also a parental right to request consideration of their child for Statutory Assessment. When appropriate, the LA will carry out a multi-disciplinary assessment and then formally consider the need for an Education and Health Care Plan (EHC Plan). This is equivalent to a statement under the old code of practice. The LA is transferring statements into EHC Plans as they are reviewed over a 5 year period. This process began in Autumn 2014.

### ***Provision (Doing) and Reviewing***

If intervention is needed, we will use the graduated approach:

- The first step may be some changes in the classroom (for example in grouping of pupils or allocation of support from a classroom assistant). This will be implemented and monitored by the class teacher and if possible backed up by home support to increase the pupil's involvement and motivation.
- The next step may be some group or individual support within the normal curriculum from a member of the support staff, either within the classroom or in a separate teaching room. .
- The next step may be to provide the child with a carefully selected intervention. Some interventions may be in small groups and some may be 1:1. Some interventions can be run in class but some are better run in a separate learning space. It all depends upon the child's needs and therefore the nature of the intervention. Interventions will run for a minimum of 5 weeks but will more often run for 10-12 weeks. Each session can take from a few minutes to about half an hour, depending upon the type of intervention. Interventions will be timetabled using a provision map. This will enable the class teachers and SENCo to have an overview of what provision a child is getting and how this fits into their week.
- If a child requires support to develop emotional security and a sense of belonging, they may become a member of our nurture group. This runs for up to 4 afternoons a week in a specially resourced room, with a group of up to approximately 6 children. It is run by two specially trained adults who work with class teachers and the SENCo to identify appropriate children using special profiles. Parents are closely involved in this and have to give their agreement for their child to become a part of the group. Children can remain

members of this group for anything from a term to over a year, depending upon the progress they make. Evidence for progress can come from a variety of sources including re-profiles, class teachers, TAs, parents and the children themselves. See the Nurture Group Policy for more information.

- The SEN Code of Practice calls for the review of support arrangements to be made at least three times a year using the following procedure: desired outcomes and targets are reviewed by the SENCo, class teacher, and sometimes a teaching assistant. Parents/carers and the child's views are sought at parents' meetings. This enables outcomes and targets to be amended as necessary with direct parent and pupil input. Overall attainment and progress in reading, writing and maths is also shared along with summary comments. Copies of reviewed plans are given to the family.

### **Exiting the SEN Support register**

Children can come on and off the SEN Support register depending on what support they need at the time to make appropriate progress. If a child has been on the register and the support put in place has enabled the child to have the right outcomes and make appropriate progress, they can exit the register and cease to be identified as SEN. This would only be considered if, once the additional support put in place has been removed, the child can still make appropriate progress with the support of the quality first teaching available in all our classrooms. This decision would be discussed with the parents/carers and the child where appropriate to ensure agreement. However, a child can go back on the register at a later date if required. Children's 'My Profiles' indicate any specific learning styles and needs so there is no need for children to be kept on the register purely as a way to retain this information.

### **Partnership with Parents**

Home support is a crucial factor in the progress of all children. Research has shown that partnership with parents or carers is one of the most important ways in which standards can be raised. It is particularly important that parents of children who are struggling are kept informed and encouraged to participate in our efforts to increase the learning opportunities for their children. A supported child may come home with some extra practice tasks and it is very important that someone at home helps him or her to practise regularly, as little and often is the key to progress. The AFA programme of structured conversations is key to breaking down barriers to help engage some harder to reach families.

Parents who have concerns about their child's progress should initially contact the class teacher, who will consult with the SENCo when appropriate.

For parents who are dissatisfied with the provision for their child in an EHC Plan or with the LA's decision not to make a Statutory Assessment, there is the Parent Partnership Service and, if necessary, the Regional SEN Tribunal system.

### **Partnership with Children**

It is essential that our pupils with special educational needs are consulted and their views respected. They are often the best judge of their own needs and lasting learning cannot be achieved without positive participation. They will be consulted through pupil conferencing and whenever relevant through parents' meetings. Pupils are encouraged to evaluate their learning and achievements continuously through the use of learning objectives and success criteria in lessons. They will also frequently evaluate their progress towards any targets on their My Plan, My Plan+ or EHC Plan.

### **Dealing with bullying**

Children with Special Educational Needs or Disabilities can be especially vulnerable to bullying. The school takes a very proactive approach in reducing bullying by basing daily worship and key parts of the curriculum on 6 values for life, one tackled each term. These help to foster a caring and supportive community and they link specifically with the Christian ethos of the school. Through worship and the curriculum, bullying is further investigated and pupils are made fully aware of methods by which they can address this. On the rare occasion of genuine bullying happening, the school will deal with this swiftly and effectively. See our Anti-bullying policy.

### **Support for pupils with medical conditions including mental health issues**

Pupils at school with medical conditions will be properly supported so that they have full access to education, including school trips and PE. Where necessary, school leaders will consult with health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. To help ensure this will happen, any child who has a medical need will have an Individual Healthcare Plan which will include such information as the range of professionals involved, the medical condition and its triggers, symptoms and expected responses from those in contact with the child. The governing body will ensure that these plans are reviewed at least annually or earlier if the child's needs change. If the child has a statement of special educational need or an EHC Plan, the healthcare plan will be linked to this. All medicines will be stored safely but will be available to the child immediately if required.

The school is part of the Gloucestershire LA mental health pilot. Through this, we will strengthen our ability to identify children having mental health issues and then put the right support in place quickly to help address these. Staff are receiving mental health training and we have also been linked to a professional from Children's and Young People's Services (CYPS), Jane Beamish. There are two designated mental health leads in school, Dave Wright and Louise Northam, one of whom meets with Jane every fortnight to discuss needs and provision. In response to this, Jane will meet with children and parents who need support and will also run small group sessions for children with similar needs, e.g. anxiety. To help strengthen provision across the whole school, we are currently looking at adopting the Facts 4 Life health education programme.

### **Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND**

The school is committed to regular and systematic evaluation of its work. In this respect, the governing body reports annually to the parents upon the quality of education provided for and the achievements of pupils with SEND. The school uses a range of methods to gather data for analysis, including:

- Regular observation of teaching and support by leadership team;
- Scrutiny of pupils' work;
- Scrutiny of marking to ensure the marking policy is being consistently applied;
- Recording of data and pupil progress meetings 4 x a year at specified windows;
- Regular analysis of subject performance by coordinators with subsequent actions identified for staff;
- Analysis of end of year National Curriculum levels (SATs, Y1 Phonics Screening, Teacher Assessment);
- Analysis of impact of interventions through scrutiny of provision maps;
- Reviews of My Plan, My Plan+ and EHC Plan targets;
- Noting of parents' and pupils' views, e.g. through parents' meetings, questionnaires or conferencing.

This information is used to plan further provision and to identify aspects for future development.

### **What you can do if you are unhappy about the provision your child has been given**

The first step is to talk to the class teacher about the provision your child is receiving. If you are still unable to resolve concerns, then the next step is to talk to the SENCo. If your concerns are still unresolved, talk to the Principal. Parents have recourse to the Academy's complaints procedure which governors will use to try and resolve issues. If you are still unhappy, you can use the Parent Partnership Service and, if necessary, the Regional SEN Tribunal system.

### **Policy Cross Reference - safeguarding**

This policy should be read in conjunction with the policies below, in order to ensure full statutory safeguarding requirements are met:

Child protection, behaviour, anti-bullying, first aid and medication, positive handling and restraint, health and safety, sex and relationships education, complaints, acceptable users policy, SEN, transport, School/setting trips, attendance.

### **Related Policies and Academy Documents**

The policy should be read in conjunction with:

Annual SEN information report to parents (which also serves as our contribution to Gloucestershire County Council's SEND Local Offer), see the school website:

[www.dursleycofeprimaryschool.org.uk](http://www.dursleycofeprimaryschool.org.uk)

Behaviour Policy  
Child Protection Policy  
EYFS Policy  
Equal Opportunities Policy  
Social Media Policy  
Whistleblowing Policy

## Appendix 1

### Guidance for use of positive handling

When a child's behaviour poses a risk of harm to themselves, to others or to equipment or property, and all other approaches have failed, positive handling can be used. This should always be a last resort.

If the child's behaviour allows and a member of staff trained in positive handling techniques is available, then they can use those techniques shall be used. These staff are Helen, Jo, Rosie, Rachel, Marie and Dave. If, however, those staff are not available or there is no appropriate positive handling technique that can be used, the following approach shall be adopted:

-Where possible and safe to do so, the child will be left where they are, but they will be monitored until they remove themselves from the situation or an intervention from an adult can be used.

-Where it is unsafe to leave the child as above, our duty of care will override other considerations and a physical intervention will be used, designed to make the child safe but using techniques that are aimed at causing no harm to the child or the adult. In these circumstances, where possible, another adult will be called to act as a witness.

Whenever a child is handled with the intention of making them, others or equipment/property safe, the incident shall be logged using our incident log form.

Occasionally, a child will have an individual risk assessment. In this case, positive handling may be commonplace and will only be logged if out of the ordinary. See the risk assessment for more details.