

Special Educational Needs and Disabilities

Policy and Information Report



Next review July 2022

Contents

1. Aims	2
2. Legislation and guidance	3
3. Definitions	4
4. Roles and responsibilities	4
5. SEN information report	5
6. Monitoring arrangements	13
7. Links with other policies and documents	13

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

1.1 Vision, values and broader aims

At Donisthorpe Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued, respected and made to feel welcome within our mainstream setting. It is our ethos that all children have an equal right to a full and rounded education and to enjoy high quality learning experiences through which they are able to achieve their full potential.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have existing Education Health and Care Plans (EHCP) require high needs.

At Donisthorpe Primary School we:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice

- Promote independence, equality and consideration for others
- Ensure that we celebrate the wide range of our pupils' achievement
- Request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development (CPD)
- 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

1.2 Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCO.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Head Teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. At Donisthorpe, some of these services currently include Education Psychology Service, Speech and Language Therapy, Outreach - Forest Way Teaching School Alliance and Hearing Support Service.
- Create a school environment where pupils can contribute to their own learning by encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as membership of the School Council, affiliation with sports teams and other clubs, or taking part in school plays.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (section 20 of the Children and Families Act 2014).

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Susan Heath and can be contacted on 01530 270371

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Children are consulted and their views are sought whilst at Donisthorpe Primary School. We ensure that Pupils, with SEND in particular, are asked about their own strengths and areas for development.

Each pupil completes a One Page Profile and this information is shared with all staff who work at Donisthorpe Primary School. This is regularly updated following reviews with both the pupil and their parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly in line with the SEN Code of Practice 2014.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 School request for Education, Health Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child or young person, the child or young person has not made acceptable or

expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Where a request is made to the LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action plan
- SEND Support Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Current progress and attainment in English and Mathematics
- Educational and other assessments, for example from an advisory specialist support teacher and/or Educational Psychologist
- Views of the parents and the pupil
- Involvement from other professionals as appropriate
- Any involvement by Social Services

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

In addition:

- SENCO of new setting to attend Year 6 Annual Reviews
- Additional parent/child transfer arrangements made if requested
- Additional transition day for pupils with SEN to meet other students, become more familiar with the building and meet key staff before induction day
- Transition materials between class/school phases
- Phased/flexible entry when moving from Nursery provision to EYFS if required
- Pre-school visit by SENCO and class teacher where additional needs have been identified

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils following specialist advice and support from external agencies including Educational Psychologists, Autism Outreach support, Speech and Language Therapists.

We will also provide the following interventions and support:

Communication and interaction difficulties:

- Speech and language therapy support (SALT)
- Social skills groups
- Autism Outreach Team involvement
- Hearing Impaired service
- Visually Impaired service

Behaviour and emotional support:

- Review meetings between school and parents
- Liaison with Supporting Leicestershire Families
- Links with CAMHS, Community Paediatrician
- Monthly appointment for parents with Community Health Practitioner
- LSA with ELSA accreditation with the Local Authority deployed across the school
- Independent inclusion team to meet with students and parents

Physical support:

- Adaptation of the school building to facilitate access to the school
- Risk assessments completed
- Emergency evacuation plan
- Physiotherapist/Occupational therapy advice and support where appropriate

Internal:

- Wheelchair access to all internal areas
- Toilets and shower facility available for disabled pupils and adults
- Grab handles installed in disabled toilet
- Blinds on all classroom windows
- Ceilings lowered to support acoustics for pupils with a hearing impairment

External:

- Wheelchair access to most areas
- Single level paths around outside of building
- Classrooms are wheel chair accessible

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Regular opportunities for teaching staff and support staff to meet with parents/ share information relating to the progress and achievement of their child.
- Auditory and/or visual requirements will be provided for as required e.g. visualizer and seating in class
- Regular review of access arrangements are made which include both physical and academic considerations
- Team around the family meetings (TAF) are held to support where necessary
- Pre-transition meetings to ensure smooth entry to secondary setting are offered
- Referrals to outside agencies for more specialist support are made when required

5.9 Additional support for learning

Deployment of additional teaching assistants:

Teaching assistants will support pupils on a 1:1 basis when delivering individually tailored program of work/targets/strategies advised by external agency

Teaching assistants will support pupils in small groups when delivering school based intervention strategies

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Speech and Language Therapy
- Supporting Leicestershire Families
- Autism Outreach Team
- Specialist Teaching Services
- Local Authority medical teams and practitioners
- Community Health Practitioner
- Outreach Forest Way Teaching School Alliance

5.10 Expertise and training of staff

At Donisthorpe Primary School all teachers are responsible for SEND provision in the school:

- All teaching staff are given initial transition information, pupil's individual targets, one page profiles and support strategies are discussed before the start of the new academic year. This information is also discussed and agreed directly with parents.
- Structured end of year handover meetings are held between all essential and appropriate staff across the key stages
- Regular meetings are held with teachers and Learning Support Assistants to discuss pupil progress, concerns and support strategies
- Training for specific learning difficulties is offered as required e.g. dyslexia. All staff have completed Level One Autism Spectrum Disorder training
- Regular first aid training and updates take place
- Medical training in the use of Epipens etc. is offered as required
- Training is offered to lunch supervisors as needs arise

5.11 Securing equipment and facilities

All pupils with SEND will have access to Element 1 (£4000 per pupil as a basic entitlement within school delegated budget) and Element 2 of a school's budget (Additional funding through the school's delegated national SEN budget - £6000 of additional support per pupil). For those with the most complex needs, additional funding 'Top Up' Funding may be required above the £6000 of Element 2 to meet the needs of the assessed pupil – this is centrally retained by the Local Authority.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support Special Educational Needs has been employed. The Headteacher and the SENCO meet termly to agree on how to use funds directly related to statements of special educational needs and Education, Health and Care Plans.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at regular and frequent intervals
- Discussions with pupils and parents
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Holding termly meetings with parents and pupils to review individual targets and progress

5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs

All educational visits are risk assessed to ensure there is access for children with SEN wherever possible

All pupils are encouraged to go on our residential trip(s) to France/Wales

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability

Additional support is provided where required

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Initial support from the class teacher
- Liaison with the SENCO
- Access to support from the inclusion team
- Team around the family meetings (TAF) are held to offer support where necessary
- Pre transition meetings to ensure smooth entry to new year groups within the school setting and secondary setting
- LSA with ELSA accreditation with the Local Authority
- We have a zero tolerance approach to bullying.

5.15 Working with other agencies

For all children with SEN, support and advice is available from the school SENCO. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for pupils with SEN where required.

The school builds strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion and believes that sharing knowledge and

information with outside agencies is crucial in securing effective and successful SEN provision within our school.

We will therefore invite and seek specialist advice, support and training from external SEN services where necessary in the identification and assessment of, and provision for, SEN.

For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENCO is the designated person responsible for liaising with the following:

- Educational Psychology Service
- Supporting Leicestershire Families
- Social Care
- Speech and Language Service
- Specialist Outreach Services e.g. Autism Outreach
- Occupational Therapy
- Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service
- Education Service for Blind & Partially Sighted Pupils
- Community Health Practitioner
- Outreach Forest Way Teaching School Alliance

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

5.16 WORKING IN PARTNERSHIPS WITH PARENTS

Partnership plays a key role in enabling children and young people with SEN to achieve their potential.

Donisthorpe Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies

can be used. The SENCO is also available to meet with parents to discuss a child's progress or any concerns.

All information from outside professionals will be discussed with parents with the person involved directly, or where this is not possible, in a report. Individual Education Plans will be reviewed with an invitation for parental involvement each term. A home/school contact book may be used to support communication with parents. The SENCO may also signpost parents of pupils with SEN to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

5.17 Complaints about SEN provision

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families who attend school.

Where a parent feels that a situation has not been resolved through contact with the class teacher, they should make an appointment to discuss it with the Headteacher. If the school cannot resolve any complaint or concern itself, the parent will then be referred to the school's complaints policy. The school complaints policy is available on the school website and on request to the school.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.18 Contact details of support services for parents of pupils with SEN

Please refer to Leicestershire County Council Local Offer (regulation 3a) on their website for more information

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Leicestershire, is a statutory service. They provide free, impartial and confidential advice and support on all matters relating to SEND, including education, health and social care issues.

We can put you in touch with agencies such as Supporting Leicestershire Families if you feel you would benefit from support at home with your child.

You can speak to the school's Public Health Nurse, Sadie Bailey, who can be contacted on 07520615382

As well as the school's 'Local Offer', the school's website contains a dedicated section devoted to 'Inclusion' with details of our policy for special educational needs, the school's Accessibility Plan and Disability Equality Policy.

5.19 Contact details for raising concerns

- In the first instance concerns should be addressed to the class teacher.
- The Special Educational Co-ordinator is Mrs Susan Heath (contact 01530 270371)
- The SEND Governor is Mrs Kelly Grove (contact school)

5.20 The local authority local offer

The SEN Local offer aims to provide information about how we support our pupils who have SEN and disabilities to reach their full potential. The school local offer should be read in conjunction with the Leicestershire Local SEN Offer. A copy of the Leicestershire Local Offer is available on the school website and can be found at: www.leicestershire.gov.uk/local-offer

Our Local Offer is not an exhaustive list of strategies and resources as these will change over time to match the needs of our learners and their families. Donisthorpe continues to strive for excellence for all pupils including those with SEN.

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Disability
- Equality information and objectives
- Intimate Care
- Medical