

# **Special Educational Needs and Disabilities**

## **Policy**



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

## **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
- Working parameter (assessment of SEND)

## **2. Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Intimate Care Policy

## **3. Introduction – The Donisthorpe Way**

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 recognise that some learners will require additional support in order to overcome barriers to achievement and that learners with Special Educational Needs and Disabilities (SEND) are such a group. The focus is on outcomes for children.

## **4. Definitions**

Donisthorpe Primary School defines SEND in the following way:

- 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 learners of the same age in schools within the area of the local education authority , they will be covered by the SEND definition.
- Learners must not be regarded as having a learning difficulty solely because the language or form of language of their home is different to the language in which they will be taught.
- where a learner has a disability or health condition that requires special educational provision to be made

The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out

normal day-to-day activities.' Therefore, the legal definition of disability is not the same as the definition of special educational needs. Consequently, it is possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice (2015), Donisthorpe Primary School accepts that a medical diagnosis may mean that a learner is disabled but is not necessarily SEN. We will always consider the learner's educational needs rather than specifically relying on just a medical diagnosis/disability.

Learners with SEN and/or disabilities could have difficulties with one or more of the following:

- Communication and Interaction
- Cognitive and learning
- Social, mental and emotional health
- Sensory and/Physical

The Revised Code of Practice (2015) sets very clear expectations that:

- Special Needs is integral to the workings of a school and not an additional afterthought
- All teachers are teachers of special educational needs

At Donisthorpe Primary School teaching such learners is, therefore, a 'whole-school' responsibility and requires a 'whole-school' response.

## **5. Roles and responsibilities**

### **The SEND Governor**

The SEND governor will:

- Raise awareness of SEND developments, both nationally and locally 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 SENDCo to determine the strategic development of the SEND policy and provision in the school

### **The Headteacher**

The headteacher has overall responsibility for the provision and progress of learners with SEND and/or a disability. They will work with the SENDCo and SEND governor to determine the strategic development of the SEN policy and provision in the school

### **The role of the SENDCo in the school is to:**

- Ensure the day-to-day implementation of the SEND policy and the deployment of learning support assistants across the school;
- Provide advice to staff supporting, liaising with them and where necessary supporting the completion of individual plans for students;

- Advise on the graduated approach to providing SEND support, for example by working alongside staff to assist them in identifying, assessing and planning for students' needs and monitoring expected progress;
- Liaise with parents/carers of students with SEND and with the Designated Safeguarding Lead Team where a looked after student has SEND;
- Oversee and maintain resources for SEND;
- Liaise with external agencies and being a key point of contact for them, including the local authority and its support services;
- Contribute to discussions about the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Contribute to, and supporting the continuing professional development for staff;
- Monitor, evaluate and report on the provision for students with SEND to the Headteacher and Governing Body and work with them to ensure that the school meets its responsibilities under the Equality Act (2010);
- Co-ordinate the range of support available to students with SEND and ensuring that the school keeps the records of all students with SEND up to date;
- Ensure that up-to-date and accurate records are kept including the Student Support Register which includes all students with SEND, and that paperwork and procedures for Annual Review and Personal Learning Plans (if required) in the main school are in place

### **Class Teachers**

The teachers are responsible for the progress of every pupil in her/his class through 'Quality First Teaching', including pupils with learning barriers. All teachers are to have high expectations of all their pupils and have high aspirations for all. The teacher ensures progress of the pupils with learning barriers through scaffolding classwork and targeted in class support according to the learning barrier of the pupil. They are also responsible for ensuring they are fully aware of a child's needs with an Educational Healthcare plan (EHCP).

In addition each class teacher is responsible for:

- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision

### **Teaching Assistants**

- Teaching Assistants are there to support/reinforce the aspect of the high quality teaching in the classroom for all pupils, including pupils with barriers to learning.

## **6. SEN information report**

This is prepared and publicized in addition to this policy, reviewed annually and is included on the school's website.

## **7. The kinds of SEN that are provided for**

Donisthorpe Primary 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

### **7.1 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.

### **7.2 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.

### **7.3 A Graduated Approach to SEND Support**

Donisthorpe Primary School follows the guidance contained in the SEND Code of Practice (2015.) This recommends a graduated approach to SEND Support, determined by successive cycles of **assess, plan, do, review**. The Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical needs

An individual student's needs may not fall neatly into any one 'box' and the Code of Practice recognises this. Some pupils have other medically diagnosed disabilities which may impact upon their learning.

The majority of children have their needs met by, and are able to make good progress with, 'Quality First Teaching' in the classroom. Some children, working just below the expected level, may need a short booster or catch-up intervention. These are not SEND interventions, and children participating in them do not need to be designated as having SEND. When, over time, booster or additional interventions do not result in expected progress, or when children are known to be performing significantly below expectation over a period of time, they may require additional and different support as their needs may not be fully met from ordinarily available school resources. At this point, in consultation with parents/carers, the School may seek professional advice from external agencies.

The 2015 SEND Code of Practice stipulates a graduated approach to identifying and supporting students and students with SEND Support, which it defines as "a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

At every level, the aim is to match interventions closely to the needs of the individual child so that he or she overcomes barriers to achievement.

Teachers are responsible and accountable for the progress and development of the children they teach, including those who access Teaching Assistants or specialist staff. At Donisthorpe Primary School the quality of teaching for all students is regularly and carefully reviewed, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Where a child has an EHCP, the School will carry out an Annual Review which they and their parents/carers, outside agencies, SENDCo and any other school staff as appropriate, will be invited to attend. The meeting will focus on the child's outcomes and update recommendations relating to their provision or placement.

## **8. Admission Arrangements**

Donisthorpe Primary School is an inclusive mainstream school. Entry to the school is through normal admission arrangements via the relevant local authority. In line with the Admissions Code children with EHCPs are prioritised for placement provided that their placement is suitable and that there would be no detriment to the efficient education of other children or to the use of school resources if Donisthorpe Primary School were to be named. All children will be treated according to their needs in line with our policy for equality of opportunity. Reasonable adjustments are made to ensure that all children are included under the terms of the Equality Act (2010.)

## **9. Transition Arrangements**

Donisthorpe Primary School is committed to supporting children during all transition phases. Where transition occurs from one to school to another, we will work closely together to ensure the transition is as comprehensive as possible with files forwarded as required. Parents will also be engaged in the process.

## **10. Working with other agencies**

Close links are maintained with external support services in order to ensure that the school makes appropriate provision for children with special educational needs.

Close links are maintained with school's 'Local Offer' Where it is necessary to contact outside agencies, the SENDCo will usually make the necessary arrangements and discuss with parents/carers accordingly.

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](http://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.

## **11. Partnership with Parents/Carers and Pupils**

The Code is clear that parents/carers of students identified with SEND must be fully involved and engaged in the "assess, plan, do, review" cycle: "Where a student is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. Schools should meet parents at least three times each year" (para 6.65.)

Children and parents should always be involved in decision-making. Discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Views of the child could be gathered before or during the meeting.

Donisthorpe Primary School recognises the importance of involving the child and developing a partnership with parents and carers in order to plan provision and review progress and ensure that children are able to achieve their potential.

## **12. Supporting Pupils with Medical Conditions**

Donisthorpe Primary School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010). In addition, some children have SEND and may have an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **13. Monitoring and Evaluation**

Donisthorpe Primary School regularly and carefully monitors and evaluates the quality of the provision offered to our children through audits, observations, sampling of parents' and students' views and scrutiny of data relating to progress and attainment. The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children. This SEND policy is reviewed annually by the Headteacher and approved by the Governing Board. The SEND Governor regularly monitors the school's SEND provision and outcomes to help maintain quality standards and offer support. The success of the school's SEND policy will be judged against the objectives set out above.

## **14. Handling Complaints**

At Donisthorpe Primary School we are committed to taking concerns seriously, at the earliest stage.

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

The school works closely with parents of children with special educational needs (SEND) and are able to address the majority of concerns that are raised through our existing processes for communication and liaison. In line with all others, parents of children with SEND are able to raise concerns in accordance with our Complaints Policy.