

SIXPENNY HANDLEY FIRST SCHOOL

SEND Policy

December 2020



To be reviewed December 2021

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Sixpenny Handley First School

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Sixpenny Handley First School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Mrs Rachael Musselwhite (Headteacher). This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND and disability provision for children at Sixpenny Handley First School is: Mrs Rachael Musselwhite.

The Governor with oversight of the arrangements for SEN and disability is: Mrs Laura Easter and Mrs Donna Williams.

Our school has clear aims, values and expectations. We encourage a positive, happy and welcoming environment where each child is valued and encouraged to develop their talents to the full. We have a team of dedicated professionals who provide engaging daily activities as well as a wealth of extra curricular clubs to inspire and motivate all our children.

This policy was developed in conjunction with our Governors.

AIMS AND OBJECTIVES

Sixpenny Handley First School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.

- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Sixpenny Handley First School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

- Regular monitoring visits are conducted by the link Governor, Mrs Laura Easter and this is reported back to the Full Governing Body.
- SEND is a termly agenda item at the Governors meetings.
- Pertinent Staff and Headteacher Appraisal targets are linked to the provision and support for SEND pupils.
- Termly tracking meetings are held in order to ensure all groups of pupils, including SEND, are making the best possible progress.

The role of the SENCO is to;

- oversee the day-to-day operation of the school's SEN policy
- co-ordinate provision for children with SEN
- liaise with the relevant Designated Teacher where a looked after pupil has SEN
- 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
- liaise with parents of pupils with SEN
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ensure that the school keeps the records of all pupils with SEN up to date ensure the provision is of high quality

ADMISSION ARRANGEMENTS

Sixpenny Handley First School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Sixpenny Handley First School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Sixpenny Handley First School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website; <http://familyinformationdirectory.dorsetforyou.com>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place;

- access through the use of ramps externally and internally
- accessible toilets where one includes a lift tech system
- acoustic paneling in the hall, learning areas and all classrooms
- an accessible car parking space situated outside the school

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.

- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Sixpenny Handley First School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

- As a school we track children's progress carefully in order to identify any difficulties which effect progress. We use the Helen Arkell Standardised Spelling Test, The Salford Reading Standardised Test, The Sandwell Maths Test alongside teacher assessment and day to day observations. We also have staff trained in delivering the Early Screening Dyslexia Test.
- We have excellent relationships with our parents and will ensure that we discuss any concerns as early as possible. Our open door policy also ensures that parents are encouraged to speak to us if they have any concerns. The school can then work jointly with families to work together to address specific areas.
- Additional Parent/Carer Consultation meetings a rein place to ensure adequate time is given to discussing targets and reviewing progress.
- All class teachers have had SEND training and will be able to support the parents/carers and child and will involve the SENCO and/or the Headteacher if required.
- Relevant outside agencies are involved, including medical advice, if appropriate
- Learning needs are managed either by using additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children ,including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers **must** be informed that special educational provision is being made. There will be written documentation of this meeting.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

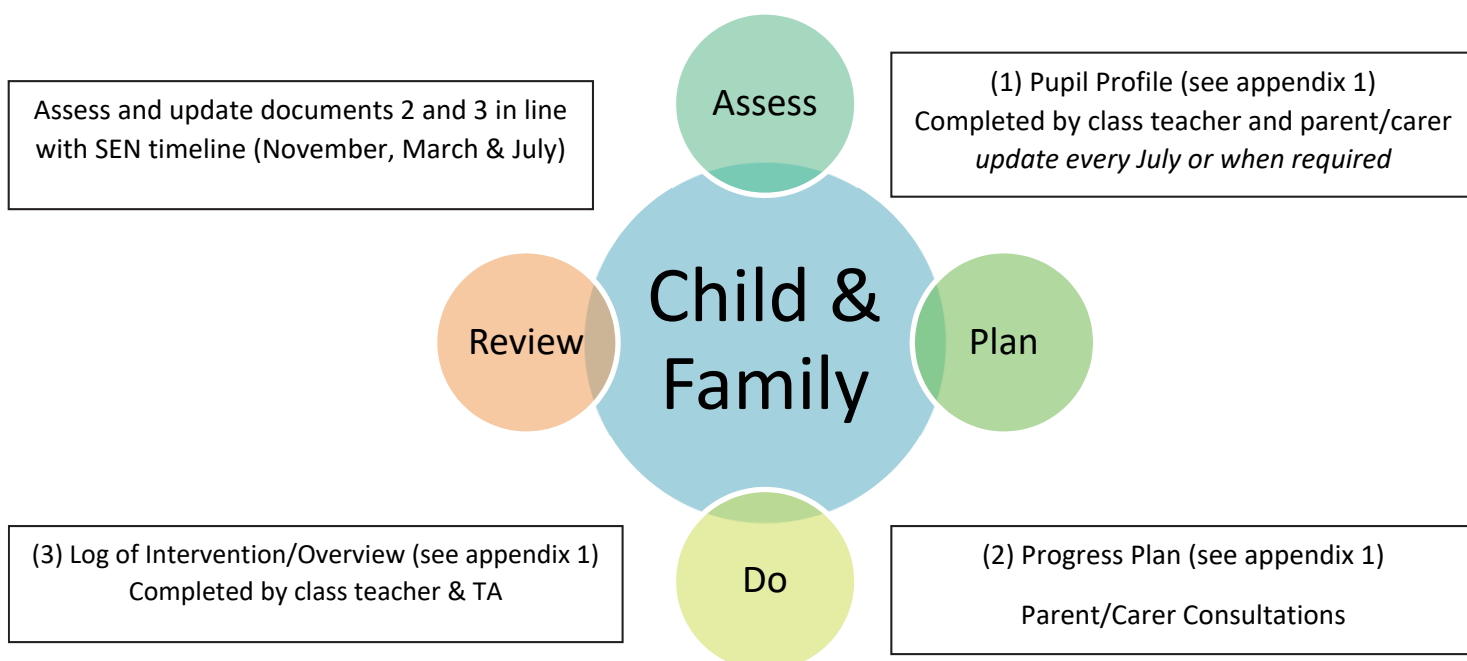
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium

- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, Sixpenny Handley First School adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes. The following diagram illustrates the process at Sixpenny Handley First School;

Cycle of the 4 part process of **Assess, Plan, Do & Review**;



Throughout this process it may become evident that additional support is required via outside agencies, such as Speech & Language, Behaviour Support or a CAF (Common Assessment Framework) may need to be completed. The SENCo will work with the class teacher & family to determine the best need of support and then a referral will be made.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The diagram above illustrates how the provision for the child will be monitored and evaluated in line with the 4 part process. This will be done alongside the child and the family. However, day to day monitoring is vital and this is achieved through careful formative assessments and an open door policy at school to engage with families. It is through both of these methods that we accurately monitor and evaluate the provision offered and make any adjustments as required to ensure pupil progress is maintained.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Sixpenny Handley First School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Sixpenny Handley First School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See Sixpenny Handley First School's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

Sixpenny Handley First School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan.

During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. Mrs Rachael Musselwhite (Headteacher) is the CPD coordinator and courses can be accessed via Nexus.

The SENCO will provide information on specific needs for new staff.

Schools need to indicate where the SENCO will network for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The Link Governor has attended SEND training, in line with school staff and the new Code of Practice.

SEN INFORMATION

Sixpenny Handley First School presents its SEN information in three ways:

- i. by information placed on the school website which can be found at www.sixpennyhandley.dorset.sch.uk ;
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Sixpenny Handley First School publishes its Accessibility Plan on the school website; this information can be found at www.sixpennyhandley.dorset.sch.uk . Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at www.dorsetforyou.com/local-offer

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Sixpenny Handley First School publishes its Complaints Policy on the school website; this information can be found at www.sixpennyhandley.dorset.sch.uk

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by the Full Governing Body. The Review will take into consideration advice/comments from parents/carers and children.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti bullying

Vulnerable Groups

Data protection

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 28

Children have a right to an education.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and others cultures.

Appendix 1

Pupil Profile

Description of Need
Special Interests
Particular Difficulties
Particular Strengths
Recommendations
Actions
Additional Notes

Log of Intervention/Overview

Name of Intervention	
Purpose of Intervention	
Timing & Duration of Intervention	
Lead Professional	
Assessment Tool for Intervention	
Pupils on Intervention	
Impact of Intervention	
Effectiveness of Intervention	
Signed	
Dated	