

# DALLAM CP SCHOOL



## S.E.N.POLICY INCLUDING DESIGNATED PROVISION, NURSERY AND SEEDLINGS 2022-2023

Date of implementation	Nov 2018
Date of Review	Nov 2022
Signed by Chair	April 2023
Signed by Headteacher	April 2023

# **DALLAM COMMUNITY PRIMARY SCHOOL**

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS**

<b>Member of staff responsible (SENco):</b>	<b>Mrs Ann Harrison</b>
<b>Designated SEN Governor:</b>	<b>Mrs Donna Kendall</b>
<b>Date reviewed:</b>	<b>November 2022</b>
<b>To be reviewed</b>	<b>November 2023</b>

### **Introduction**

At Dallam Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.

We recognise the diverse needs and learning styles of our children and aim to employ a variety of teaching styles to provide suitable learning challenges where possible through Quality First Teaching. The National Curriculum is adjusted as necessary to provide all pupils with relevant and appropriately challenging work, including enriching activities for children working at greater depth.

We recognise that many pupils will have additional needs either throughout or at some time during their school life which could create barriers to learning. This policy ensures that curriculum planning and assessment for children with SEN takes place effectively and takes account of the type and extent of the difficulties experienced by the child.

It should be noted that not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

We aim to develop an ethos of care, empathy and understanding for children and their parents.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

Our Governing body will monitor this policy to ensure that appropriate provision will be made for all pupils with SEN within our school including:

- EYFS, including our 2 year old provision at Seedlings.
- KS1/ KS2 Designated Provision for children with Autistic Spectrum Disorder /Condition (A.S.D./A.S.C.)

This policy has been written to incorporate any recommendations from the Code of Practice (2014)

### **Definition of Special Educational Needs**

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them which is different from or additional to what is provided for the rest of the class.

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. (Code of Practice September 2014)

### **The Aims of our Policy**

- To create a school environment in which all children are included, valued and challenged whilst having full access to all elements of the school curriculum
- To ensure that the SEN of all pupils are identified and met throughout the school through an inclusive curriculum
- To provide clear guidance for all the school's stakeholders regarding the implementation of the Code of Practice within the school
- To make clear the expectations of all partners in the process
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEN

### **Principles/Objectives**

As a school we will:

- Provide every pupil with the opportunity to experience success in learning, whilst also attaining their full academic potential
- Plan to ensure that work is adapted as needed, is appropriately matched to learning needs and ensures progression
- Use a range of organisational approaches to ensure learning needs are properly addressed
- Deploy a range of teaching and learning styles (auditory, kinaesthetic and visual) so that all pupils can take part in lessons fully and effectively, providing equality of opportunity

- Create effective learning environments in which pupil's achievements are celebrated and independence is fostered
- Ensure that assessments are appropriate, giving pupils the opportunity to demonstrate their own knowledge and attainment through appropriate means
- Set aspirational yet attainable targets for learning
- Help pupils to manage behaviours that hinder either their own or others learning
- Liaise with outside agencies to ensure high quality provision
- Ensure that all pupils are able to take as full a part as possible in all school activities.
- Involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Annual Reviews or Pupil Passports.

## **Categories of SEN**

The Code of Practice 2014 does not assume that there are hard and fast categories of SEN but recognises that children's needs and requirements fall into these broad categories.

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

## **Admission Arrangements**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33)

## **Parents**

While many factors contribute to the range of difficulties experienced by some children. At Dallam we believe that much can be done to overcome these difficulties by parents, teachers and children working together.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs.

All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

## **Children**

It should be recognised that children and young people with SEND often have a unique view of their own needs and about the help that they need. Where possible these views will be recognised and they will be encouraged to participate in decision-making, target setting and reviews of their SEND needs.

## **Roles and responsibilities**

**All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENco and all other members of staff both teaching and support staff, have very important day-to-day responsibilities.

The SEN team in school are:

Inclusion /SEN Co-ordinator (SENco)	Mrs A Harrison
SEND Governor	Mrs Donna Kendall
SEND Teacher	Mrs L Wigley
SEND HLTA Support	Mrs S Muschamp
Welfare and Well-being Co-ordinator	Mrs S Wood
Mental health support	Mrs R Wilson
Speech and language TA	Mrs E Woodhouse

## **The Class Teacher's responsibilities**

High quality teaching which is adapted and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. It is the class teacher's responsibility to undertake responsibilities linked to this.

They must:

- Tailor curriculum to ensure continuity, progress and challenge for all pupils in their class
- Employ a range of teaching styles
- Liaise regularly with relevant classroom assistants as to planning, objectives and pupil progress.
- Maintain SEND folder.
- Deploy class room assistants flexibly and effectively to support SEND pupils
- Collaborate with TA and S.E.N.co where appropriate to write personal targets  
Discuss personal targets with pupils and discuss their needs and how they feel that they can be supported.

- Review targets termly with parents, ensuring that parents have a copy of plan.
- Regularly check and review targets set on Provision Map to support pupils appropriately in class.
- Make sure content of individual plans are reflected in classroom practice.
- Complete assessments and reports needed for referrals to outside agencies.

## **The role of the SENco**

The role of the SENCO falls into 3 key areas:

- clerical
- monitoring and evaluating
- advice

## **Clerical Responsibilities**

- To prepare or oversee all appropriate documentation.
- To maintain a record of the school's SEND list and children who staff identify as a cause for concern – and to work alongside Interventions co-ordinator to monitor their progress.
- To contribute to SEND / Pupil Progress meetings.
- To write, implement and review the provision map for identified in Pupil Progress meetings.
- To be responsible for ensuring that all parents of children moving onto the SEN list are informed.
- To be responsible for the completion of all 'formal' documentation relating to SEN
- To be responsible for liaising with all outside agencies (social services, educational psychologists, L.A. etc.)
- To complete SEN documentation when necessary
- To be responsible for annual review of statements
- Refer to the Complex Needs panel if needed.
- To oversee SEN team and to lead termly SEN meeting
- To liaise with TA's and monitor regularly the impact of their role on identified children.

## **Advice**

- To undertake a termly review with all staff through SEN / pupil progress meetings.
- To contribute when required to Governors' meetings.
- To advise staff on strategies for individual programmes.
- To attend relevant courses and disseminate information to staff
- To seek advice from external agencies when required
- To attend planning meetings with the schools Educational Psychologist
- To support teachers in providing personalised provision for children in their class.

## **Monitoring and Evaluating**

- To meet termly with the Head to discuss SEN issues
- To meet termly with the SEN HLTA and SEN Team.
- To liaise regularly with the school's designated SEN Governor –
- To ensure that staff complete S.E.N.D documentation appropriately and review it with the appropriate frequency.
- To monitor and evaluate the effective implementation of personal plans and other interventions
- To work with the SEN Team
- To work with interventions co-ordinator to monitor and evaluate the effectiveness of T.A. support role for SEN children
- Evaluating effectiveness of school provision and reporting of this to governors
- To monitor progress of SEN children.
- To monitor use of outside advice in forming basis of personal targets
- To monitor and evaluate use of resources ( particularly human)
- To provide equal opportunities for all SEN children
- To meet with the parents / carers of children with S.E.N.D. to provide advice, evaluate progress and if necessary, the next steps.
- To meet with pupils and listen to their needs - 'pupil voice.

## **The Head teacher's Responsibilities**

- The Head teacher has the responsibility for the day to day operational management of all aspects of the school's work, including SEN
- The Head teacher should keep the Governing Body informed
- The Head teacher should liaise with the School's SENCO and SEN GOV
- The Head teacher should ensure that the SENCO and teachers maintain positive and constructive relationships with parents.
- The Head teacher should ensure that all teachers understand their own responsibilities in respect of SEN
- The Head teacher should ensure all statutory reviews are appropriately completed
- The Head teacher must ensure that the effectiveness of the school's work on behalf of children with SEN is evaluated.

## **The role of the Governing Body.**

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils.
- Ensuring that a person is identified to inform about the statement to all those involved with teaching and supporting Statemented Pupils.
- Ensuring that SEN pupils are fully involved in all school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.

- Being fully involved in developing, monitoring and subsequently reviewing SEN Policy.
- Reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's devolved /delegated budget.
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process. The quality of SEN provision is continually monitored.
- Monitoring the progress of children who are identified as having SEN.

### **Role of Local Authority**

The L.A. is responsible for:

- Promoting high standards of education for all children including those with SEN including G&T pupils
- Ensure that needs of SEN and G&T children are identified and assessed quickly and matched by appropriate provision
- Ensure high quality support is provided for SEN and G&T pupils
- Develop close partnerships with parents, school, health and social services in order to provide co-ordinated provision
- Develop systems for monitoring and accountability for SEN through consultation with schools
- Provide for the inclusion of SEN children in mainstream schools and monitor and review the role and quality of SEN support services
- Make arrangements for parent partnership services and inform parents.
- To manage the admissions of children into the Development Centre and Designated Provision.

### **Supporting children with specific learning difficulties**

At Dallam we work hard to identify children with specific learning difficulties. Staff experience regular training in dyslexia and dyscalculia and can recognize possible indicators. The SEN teacher oversees dyslexia provision in the school and runs dyslexia friendly teaching programmes for the children who have been identified as possibly having indicators of dyslexia.

Specific assessments are used to identify a child's strengths and weaknesses and to see if any of these weaknesses may indicate dyslexia. All classes teach in a dyslexia friendly way but further support may also take place in some of the following ways:

- Dyslexia screening assessment and diagnostic reading assessment to identify areas of strength and difficulty (not diagnosis)
- Multi-sensory learning sessions with SEN teacher
- Additional support from a TA to learn spellings in a multisensory way
- Adapted weekly spellings
- Access to Nessy online spelling and reading programme
- Additional supports in class as appropriate



- Half termly monitoring and review of targets to inform next steps

### **Staff CPD**

All staff are encouraged to attend courses and training that will help them to acquire the skills needed to work with SEN pupils during the next year.

- Ongoing positive handling training for targeted staff members - **TEAM TEACH**
- CPD through SEN staff meetings/team meetings.
- Training for support staff delivering interventions.
- Speech and Language training
- Intervention training delivered by SENco/L.A./Interventions co-ord
- Peer to peer training

### **Allocation of resources**

- Dallam School follows LA guidance to ensure that all pupils' needs are met.
- Teaching Assistants are deployed to deliver Intervention programmes for targeted groups of children.
- Dallam School employs a designated person to support the social, emotional and mental health needs of the children and provide bespoke nurturing opportunities to support children who are experiencing difficulties in the category of Social Mental and Emotional Health.
- An Early Help worker is employed to work with targeted families and to liaise with a range of other agencies.
- Dallam has an 8 place Designated Provision at F.S. and K.S.1.
- At K.S.2. we have a sixteen place Designated Provision.
- Both of these provisions cater for children who have a diagnosis of A.S.D/C as their primary need and have an Education , Health Care Plan (E.H.C.P.)

### **Pupil Premium**

Many pupils at Dallam Primary School receive an allocation of monies known as Pupil Premium for Free school Meals, Looked After and Armed Forces. Specific interventions for delay in the following areas will be undertaken by designated members of staff.

- ✓ **Communication and Interaction** – Through the delivery of Speech and Language programmes.
- ✓ **Cognition and Learning** – English and maths interventions.
- ✓ **Social Mental and Emotional Health** – Nurture Group, Family Support, groups for targeted children, liaison with outside agencies e.g. Relationship Centre.
- ✓ **Sensory and Physical**-Individualised programmes linked to need.

Pupil Premium interventions are planned, undertaken and evaluated alongside the school tracking system. A full report on the spend of this funding along with other Pupil Premium interventions for those children not having special educational needs will be presented to the Governors on an annual basis and reported to parents through the School website.

## **Identification and provision for children with special education needs**

### **Curriculum Access**

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

At Dallam Primary School the provision and action we take is considered by looking at pupil's progress as a whole, their attainments and difficulties as well as their strengths and successes.

Curriculum access is provided for through four broad strands:

- Assessment, planning and review
- Curriculum and teaching methods
- Grouping for teaching purposes
- Additional human resources

As a school we organise these strands of action so that they can either call upon progressively more powerful interventions to meet increasing needs or reduce the range, type and intensity of interaction as the child makes adequate progress. (Graduated response)

### **STEP 1 - Early Intervention**

Early identification of special needs is vital. A class teacher uses his/her knowledge of each child's skills and abilities, alongside data raised through assessment procedures to identify concerns about a pupil's progress.

The class teacher then gathers evidence regarding:

- The child's attainment and progress
- The child's strengths and weaknesses. (including through use of Oxfordshire checklists or similar)
- Speech and language levels
- Differentiated learning opportunities provided
- Teaching strategies that have been employed

The teacher will discuss this evidence at termly Pupil progress meetings with the Head Teacher and SENco. Any decisions or actions are recorded on an action plan and will feed into the provision map.

The teacher and teaching assistant in class will provide quality first teaching to support the children and plan and adapt work as appropriate.

The class teacher should inform the parent/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

### **STEP 2 – Targeted support**

Children who are not on track to meet age related expectations may be included in Target groups. These are specific interventions identified on the Provision Map and managed by Teaching Assistants. The children included in these groups are not necessarily included on the SEN register, but inclusion in intervention groups is monitored. Classroom teachers closely track children and are able to identify those who despite receiving differentiated learning opportunities make little or no progress, even when teaching approaches are targeted to address weaknesses

This would include children who:

- Are working at National Curriculum levels substantially below expectations in one or several curriculum areas. (1 year or more)
- Show signs of difficulty in developing Literacy or Mathematical skills which result in poor attainment in other curriculum areas.
- Present persistent emotional or behavioural difficulties and has not responded to behaviour management techniques usually employed in school.
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher gathers evidence and with the pupil's parents/carers, the SENCO and the Head Teacher consider attainment against criteria and decide upon the **Additional Provision/or plan** needed to help the pupil's progress.

This **Additional Provision** may be:

- Provision of differentiated learning materials or specialist equipment
- Enrichment and enhancing activities to develop the child
- Introduction of some regular group and/or individual support, using existing support staff or outside agencies.
- Staff development and training to introduce more effective strategies
- L.A. services may be contacted for advice, strategies or equipment.

Strategies employed to enable the pupil to progress should be recorded on the provision map and be reviewed termly. Parents will be kept informed of their child's progress.

### **SEN Support**

If there continues to be a concern about a child who has received Additional Provision, a meeting will be called with parents to discuss this. A Pupil Passport and /or a Personal Learning Plan /Behavior Plan may be prepared by classroom teachers and other adults working with the child. This will outline specific strategies to support the child and target highly individual needs.

These plans will show specific small step objectives and strategies to enable the child to make progress. These objectives will be discussed with the child and parent and be reviewed regularly. There will be opportunities for parents and children to contribute to these. These plans and interventions will be monitored and evaluated to ensure their effectiveness.

There is more intensive support in Early Years and KS1 for speech and language therapy with an emphasis upon basic skills interventions at KS.2.

Some Children will be supported by a TA /or SEN teacher for additional weekly small group sessions to target their specific needs. Strategies to support these targets will then be shared with classroom staff and implemented in class.

Further assessments will be completed where needed and evidence will be collected.

Referrals will be then be made to the relevant Outside Agency for Assessment and advice.

Class teachers will be asked to contribute to these reports, assessments and referrals.

### **STEP 4 – STATUTORY ASSESSMENT /EHC PLANS**

If children are still not be making appropriate progress at an acceptable level, the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Warrington Local Authority.

Details of these arrangements are available from the SENCO at the school

Whilst Statutory Assessment is being made the pupil will continue to be supported by additional provision and Personal plans which should reflect advice given by any other professional agencies working with the child.

If Statutory Assessment results in an Education and Health Care plan, the Personal plans should reflect a pupil's specific targets.

### **Annual Reviews of E.H.C.P.s**

E.H.C. plans are reviewed annually. The LEA will inform the Headteacher at the beginning of each school year of the pupils requiring reviews. The Headteacher / SENCO will organise these reviews and invite:

- The child's parent/ carer
- The child if appropriate.
- The relevant teacher.
- The SENCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Discuss strengths and areas for development.
- Gather the views of the parent and pupil in regard to provision and support.
- Assess the pupil's progress in relation to the objectives detailed in their plan.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing E.H.C.P. / Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

**Reception Class** - Reviews will normally happen twice within the child's first year in school to ensure that the provision is appropriate and effective and that the transition has been successful.

**Year 2** -Reviews may be transition reviews for some children who are transferring to KS2 Provision from the KS1 Designated Provision or to a different setting. These reviews will be normally be attended by a LA representative and will discuss provision required at KS2

**Year 5 -/Year 6 These reviews will be held in the summer term of Year 5 and will be classed as Transition reviews.** They will discuss the provision required in Secondary school and will record the child's strengths and needs for now and for the future. These reviews will normally be attended by a LA representative.

A further transition meeting may be called later in the year once the KS3 provision has been agreed depending upon the needs of the child. The SENco of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liase with Secondary colleagues

With due regard for the time limits set out in the Code, the SENco will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

The school will make available to all parents of pupils with SEN, details of the Parent

Partnership Service available through the LA. The SEN Code of Practice outlines that 'L.A.s should work in partnership with local and parent organisations, as well as the parent partnership service to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

### **Evaluating success**

The success of Dallam's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by Headteacher, Deputy SENco and subject leaders
- Analysis of pupil tracking data and test results for individuals and cohorts
- Application of the progression Guidance document to provide value added data for SEN pupils
- Termly pupil progress meetings
- School self- evaluation
- The LA SEN moderation process
- The School Development Plan

### **Links with External Agencies/ Organisations**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Specialist teachers
- Educational psychologists
- Medical services
- Speech therapists
- Physiotherapists
- Occupational therapist
- Hearing impairment services
- Visual impairment services
- Early Years SEN consultant

In addition, important links are in place with the following organisations:

- The local Children's Centre through Family Support Worker and groups with the aim of providing continuity between home and school.
- The Local Authority
- Specialist Services
- Education Welfare Officer
- Social Services /Family support services.
- Friends of the School/PTA
- Other groups or organisations

### **Complaints procedure**

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

**Policy reviewed by Ann Harrison November 2022**