



## Damers First School

### SEN and Disability Policy

#### 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 **Catherine Smith** has overall responsibility for Special Educational Needs and Disability in Damers First School.

The designated teacher responsible for coordinating SEND provision for children/young people is: **Rachel Nesbitt, Assistant Headteacher/SENCo**. This person is a member of the Senior Leadership Team.

The person coordinating the day to day SEND provision for children/young people at Damers First School is: **Rachel Nesbitt, Assistant Headteacher/SENCo**.

The Governor with oversight of the arrangements for SEN and disability is: **Mandie Gillard, SEND Governor**.

#### VISION

At Damers First School we strive to nurture an inclusive community of respectful, collaborative learners who are encouraged to constantly achieve their very best. We empower all learners to make valuable contributions both locally and globally and to enjoy and benefit from a lifelong love of learning.

## **AIMS AND OBJECTIVES**

Damers First School has high aspirations for all children identified as having an SEND in our school. We strive to ensure all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into the next phase of their education.

### **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, children who need extra help and attention
- To enable each child to take part in and contribute fully to school life
- To develop each child's 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 enables them to support children with special educational needs and disability.

### **OBJECTIVES**

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach to the management and provision of support for special educational needs or disability
- To provide a Special Educational Needs Coordinator (SENCo) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with pupils 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 the arrangements for Damers First School to support medical conditions, equality, school and SEND information pertinent to the SEND policy are in line with national expectations.

Responsibility for coordinating the day to day SEN provision at our school is held by Rachel Nesbitt, Assistant Headteacher / SENCo, working closely with senior leaders, governors, staff, parents/carers and external agencies.

Roles of the SENCo include:

- Maintaining the school's SEN register
- Ensuring that appropriate support plans are in place

- Ensuring liaison with parents and professionals
- Advising and supporting other practitioners in the setting
- Ensuring relevant information about individual children with SEN is collected and recorded
- Organising reviews of EHC Plans

## **ADMISSION ARRANGEMENTS**

Damers First School uses the local authority arrangements 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, securing admission to school. In addition to this Damers First School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Damers First School liaises with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually by 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 SEN facilities in place. For example, the school has the following specialist resources to support specific individual needs:

- Adaptations to the physical environments eg: wheelchair access to all classrooms, additional handrails in designated toilets, acoustic tiling in classrooms and teaching areas.
- Assistive technology eg: speech to text software, picture support systems.

## **SEND INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information on how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEN 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, 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](http://www.dorsetforyou.com/local-offer). The local offer website holds a directory on facilities and resources available from many services within Dorset.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEN 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 of need and we aim to ensure that distinct plans match individual learning requirements.

Damers First School staff use a wide range of tools to assess the amount and level of SEN needed and support required.

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

High quality teaching, differentiated for individual children, is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'. We regularly and carefully review the quality of teaching for all children including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress it is likely 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.

Staff monitor the progress of all pupils 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.

Some examples of other influences upon progress:

- 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 SEN
- Bereavement and family issues

At each stage of identifying children with SEND the 'Assess, Plan, Do, Review' method is carried out.

### **Stage One: Monitoring**

All pupils are monitored half termly by class teachers, subject leaders and the senior leadership team, to ensure all children are making the expected progress and the provision

is having the impact we are expecting. There is a strong focus on high quality teaching and learning in all classrooms to ensure all children with SEND get a strong foundation on which to learn.

If a parent has a concern about their child, in the first instance we encourage parents to discuss this with the class teacher. They may then also meet with the SENCo to discuss any concerns further. The SENCo is the main point of contact between the class teacher, parents and any outside agencies that may be involved in a child's learning throughout their time at Damers.

### **Stage two: Additional Support**

When a pupil is not making expected progress in a particular area of learning, we quickly identify the gaps and make sure additional support is put in place. A written bespoke learning plan will be formed with an intervention scheme, which could last up to 12 weeks. Parents/carers will be informed of any concerns and also the planned support, and may be invited to a meeting at the school to discuss this further.

### **Stage three: SEN Register**

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 in writing that special educational provision is being made and the child entered onto the school's SEN register. A detailed Individual Education Plan (IEP) will be formed and outside agencies will be involved to support the child's needs.

We work alongside a wide range of outside agencies to provide the best possible provision for all of the children in our school. Where a child has a specific need we will actively seek out the specialist service or support needed to ensure all children's needs are met.

Some of the educational outside agencies we work alongside include: Educational Psychology (CPS), Special Educational Needs Specialist Service (SENS), Outreach Services, including ASD, specialist health services such as Speech and Language Therapy (SALT), the School Nurse, Hearing and Visually Impaired Service (HVSS), Occupational Therapy (OT), Physiotherapy (PT), Child and Adolescent Mental Health (CAMHS), and other health professionals.

Learning needs are managed either by using 'SEN 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 at the school support level.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review

process and, as part of the review, the local authority can require schools to convene and hold annual reviews on its behalf.

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

At Damers First School there is in addition to the mainstream provision, a Specialist Resourced Provision Base for children with Complex Communication Needs (CCN). The children that access the Base all have an Education Health Care Plan (EHCP) that identifies social communication needs as the primary need. Further information about our CCN Base can be fully accessed via our website.

## **MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEN and or a disability, Damers 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 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.

## **USE OF DATA AND RECORD KEEPING**

Schools should particularly record details of additional or different provision made under SEN support. This should form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They should ensure they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as the impact. Schools use information systems to monitor the progress and development of all pupils.

Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

Quality inclusive practice is clearly defined in our school and we expect all staff to deliver this to a high standard. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and in close consultation with families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEND Governor.

Where a child needs additional, focussed learning time to work on a specific skill or programme, an Individual Education Plan (IEP) is developed. This is a plan with a set of individual targets to address a particular focus in the child's learning. The IEP is developed by the teacher and the Inclusion Leader, and is delivered by teaching staff.

Progress is then closely monitored to ensure the expected progress is made with the additional support. Where this progress is not sufficient, outside agencies may be consulted to allow for a more in depth assessment of a child's needs so that more specialist programmes may be put in place.

### **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**

Damers 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 Damers First School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Damers First School policy on "Supporting children at school with medical conditions".)

### **TRANSITION ARRANGEMENTS**

Damers First School is committed to ensuring that parents 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 and agree the information that should be passed to the next phase of education. Where appropriate, enhanced transition occurs for pupils with additional needs to ensure that they have greater opportunity to adjust to their new class or setting.

Damers First School has very good relationships with our feeder settings and the settings that our pupils move onto; information is shared to support pupils' learning and wellbeing at transition to fully ensure a continuation of the child's learning journey.

There is an extensive induction package in place for welcoming all new learners into Foundation. The SENCo alongside the Foundation Leader, observes all new pupils with SEND joining in Foundation and attends meetings where appropriate for the children with the most needs.

For in school year to year transition, all children with SEND who require additional support are provided with a transition booklet with photographs of their new classroom, staff they will be working with and general routines of the classroom.

For children leaving at the end of Year 4, close liaison with the middle schools is undertaken to ensure a smooth transition. We provide a lot of support for children and families to support them transferring to Middle School. For children with SEND this takes the form of an enhanced transition program which may take the form of additional visits, 1:1 work completing a transition booklet or specific work from an Emotional Literacy Support Assistant. The Damers First School SENCo meets with the middle school SENCos to ensure the schools have all the information needed to receive the children from Damers with additional needs.

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 pupils as and when required. The school's leader for Continuing Professional Development closely records and monitors the CPD needs of the staff and the training accessed by individuals and the whole school.

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

The SENCo attends a termly network with other DASP SENCOs for personal training.

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

## **SEN INFORMATION**

Damers First School presents its SEN information in three ways:

- i. by information placed on the school website which can be found:

<http://www.damers.dorset.sch.uk/about/special-educational-needs/>

- 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.

[www.damersfirstschool.co.uk](http://www.damersfirstschool.co.uk)

[www.dorsetforyou.co.uk](http://www.dorsetforyou.co.uk)

## **ACCESSIBILITY**

Damers First School publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found:

<http://search3.openobjects.com/kb5/dorset/fsd/service.page?id=Dk9Rpo79ZwE&localofferc>

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels 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.

Damers First School publishes its Complaints Policy on the school website; this information can be found: <http://www.damers.dorset.sch.uk/about/school-policies/>

## **REVIEWING THE SEND POLICY**

This policy will be reviewed annually and updated and the views of all relevant stakeholders will be sought.

## **LINKS TO OTHER RELATED POLICIES**

The following policies can be found on:

<http://www.damers.dorset.sch.uk/about/school-policies/>

**Supporting children at school with medical conditions**

**Accessibility Plan**

**Equality / equality information and objectives**

**Safeguarding / Child Protection Policy**

**Anti- Bullying Policy**

**Data Protection Policy**

<b>Date effective</b>	October 2018	<b>Approval</b>	Board of Governors
<b>Maintenance</b>	SLT	<b>Role/responsibility</b>	Rachel Nesbitt - Inclusion Leader / SENCo
<b>Date of next review</b>	October 2019	<b>Date of last update</b>	October 2018