



Special Educational Needs and Disability Policy

Damers First School

Adopted By: Board of Trustees

Date: June 2023

Review Date: June 2024

Special Educational Needs and Disability Policy

Date of Issue:	June 2023
Policy applies to:	All staff employed by the Wessex Multi-Academy Trust.
Policy Version Number:	4
Purpose of the document:	This policy outlines the framework the Trust and its schools will use in meeting their duties, obligations and principal equality values in providing an appropriate high-education for pupils with SEND.
Summary of the main points:	<p>The document provides:</p> <ol style="list-style-type: none"> 1. Aims and Objectives 2. Roles and Responsibilities 3. Admission Arrangements 4. Identifying Special Educational Needs 5. Managing SEND in our Schools
Approved by:	This policy has been approved by the Wessex MAT Board of Trustees
Reviewer:	Karen Weir
Summary of amendments:	No amendments
Next review due:	June 2024

1. 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:

- 1.1. Equality Act 2010: Advice for schools – (*DfE May 2014*)

- 1.2. SEND Code of Practice 0 to 25 (July 2014)

- 1.3. Schools SEN Information Report Regulations (2014)

2. **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) – SCHOOL INFORMATION**

- 2.1. The Head of school Louise Greenham has overall responsibility for SEND at Damers First School.

- 2.2. The designated teacher responsible for coordinating SEND provision for children/children/young people is: Tom Bracey

- 2.3. The person co-ordinating the day to day SEND provision for children/young people in our school is Tom Bracey

- 2.4. They can be contacted at office@damers.dorset.sch.uk

- 2.5. The Governor with oversight of the arrangements for SEN and disability is: Lesley Goldsack. She can be contacted via the school office at office@damers.dorset.sch.uk

- 2.6. This policy was developed in conjunction with parents and carers, students, governors, teachers, teaching assistants and the leadership team.

- 2.7. The terms “**children/young people**” and “**child/young person**” refer to anyone under the age of 18.

3. AIMS AND OBJECTIVES

3.1. SEND support is used to enable and empower our children/children/young people so that they develop confidence and growing independence. We consider this culture of inclusion to be everyone's responsibility and it exists throughout the school. It is driven by the high aspiration we have for all children/young people in our school to make successful transitions throughout their education/a successful transition into adulthood, whether into employment, further or higher education or training, leading to a happy, fulfilled and productive life.

3.2. AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children/young people can thrive;
- To identify individuals who need extra help and support;
- To enable each child/young person to take part and contribute fully to school life;
- To develop each individual's self-esteem and positive view of him or herself as a learner;
- To provide access to and progression within the curriculum;
- To involve children/young people in planning to address and monitor their special educational needs and / or disability;
- To work in partnership with parents to support their child/young person's learning and health needs;
- To provide quality training for staff in special educational needs and disability.

3.3. OBJECTIVES:

- To identify and provide for children/young people who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a person-centred, whole school approach in the management and provision of support for children/young people with special educational needs or disability;
- To employ a Special Educational Needs Co-ordinator(SENDCO) who will work within the bounds of the SEND Policy;
- To provide support and advice to all staff who work with children/young people with SEND.

4. ROLES AND RESPONSIBILITIES

- 4.1. 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 our school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website.
- 4.2. The SENDCO is a qualified and experienced teacher. The SENDco is currently completing the National Accredited SENDco Award. There is regular liaison with external services including the County Psychology Service (Educational Psychologist), SEN Specialist Services, Hearing and Vision Support Service, the School Nurse and other colleagues from health, such as Speech and Language Therapy, Occupational Therapy and Physiotherapy and other services such as Social Care. The Base Lead teacher has completed online training in dyslexia and specific learning difficulties, along with training in using PECS, TEACCH approach to adapt learning and the STEPS therapeutic approach to managing behaviour.
- 4.3. The SENDCO liaises closely with key staff including the Head of school, Deputies and Assistant Head with responsibility for Looked After Children and Safeguarding, Year leads and subject teachers requiring advice on how to help students to reach their potential. The team has HLTAs with additional responsibilities and a large team of Teaching Assistants who also liaise with teachers.

5. ADMISSION ARRANGEMENTS

- 5.1. Our school uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children/young people including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.
- 5.2. In addition to this the school makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, we liaise with the local authority education services, health services, parents and carers and any other relevant bodies to ensure that appropriate arrangements are made to meet individual medical conditions or needs.

6. FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

- 6.1. 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/young people with disability as defined by the Act.

6.2. At this school we might use the following to support children with SEN:

- Complex Communication Needs Base
- Physical environment (lighting, wheelchair access, acoustic tiling in some areas)
- Assistive technology
- Sensory room
- Differentiated access to the curriculum

7. SEN INFORMATION AND LOCAL OFFER

7.1. The school website holds information about SEND and specific information about how children/young people with SEND are supported in the curriculum and around the school.

[SEND at Damers](#)

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.

7.2. We publish further information about our arrangements for identifying, assessing and making provision for children/young people 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.

8. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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

- Communication and Interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

- 8.2. Children/young people may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.
- 8.3. Teachers work closely with the SENDCO to identify and assess need. External agencies are called upon where required to support identification.
- 8.4.
Our school uses a wide range of tools to assess the SEN support required. Many of our students with additional needs are identified teachers or Special Educational Needs Co-ordinator (SENDCO). There is close liaison between the first schools SEN team and teams at middle schools followed by careful planning to ensure that learning differences are catered for. The SEN team is very experienced and well-qualified and can advise on a range of learning needs including specific learning difficulties such as dyslexia, dyspraxia or dyscalculia, speech and language difficulties, autistic spectrum conditions and moderate learning difficulties. We have a team of around 30 Teaching Assistants (TAs) including staff who are experienced in working with students with a visual impairment or physical disabilities.
- 8.5. The Complex Communications Needs base is to support students with complex communication needs to access the curriculum. Many of these students have ASC, difficulty with social skills and high levels of anxiety. Some also have additional needs such as dyslexia and ADHD. Accessing a CCN base place enables us to support these complex needs alongside their learning with input from SALT and OT.
- 8.6. In addition, all staff strive to listen to concerns of parents and carers and appreciate that they have a unique insight into their children/young people. The views of parents/carers will be taken into consideration for any decisions respecting their children/young people.
- 8.7. Once at our school there is a whole school approach to identifying need. Damers First School promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.
- Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role

in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. Following assessment and staff consultation a child's special educational needs are identified and the needs are recorded on the SEND Register.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children/young people with special education needs or disability will have their needs met through a whole school approach and be placed on the SEN Register at the level 'SEN Support' in compliance with the SEND Code of Practice 0 to 25 (July 2014).

- 8.8. Our teachers are responsible and accountable for the development and progress of the children/young people in their class, including where they access support from Teaching Assistants or specialist staff.
- 8.9. Learning needs are managed either by using additional support, such as an IEP, a risk reduction plan or by having an Education, Health & Care Plan (EHCP). The majority of children/young people with special education needs or disability will have their needs met through a whole school approach and be placed on the SEN Register at the level 'SEN Support' in compliance with the SEND Code of Practice 0 to 25 (July 2014)
- 8.10. High quality teaching, differentiated for individual learners is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children/young people, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child/young person may have special educational needs. If a child/young person has been identified as having special educational needs, personalised learning profiles will be created and the school will keep careful records in order to monitor progress.
- 8.11. Where it is decided that a child/young person does have SEND, the decision should be recorded in the school records and the parents / carers will be informed in writing that special educational provision is being made.
- 8.12. The SENDCO will use in-school tracking and comparative national data and expectations to monitor the level and rate of progress for children/young people

identified with SEND.

8.13. Staff monitor the progress of all children/young people 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.

8.14. Examples of other influences upon progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Families on a low income
- 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.

9. MANAGING SEND CHILDREN IN OUR SCHOOL

9.1. Where a young person is identified as having SEND and or a disability, our 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/young people to agree, action and monitor individual progress over time so that special educational needs for all children/young people are addressed appropriately, effectively and with good outcomes.

9.2. In addition to the normal reporting arrangements, parents are informed about the progress if they are following additional programmes or interventions. For children/young people with Statements or EHC Plans, Person Centred Planning and Review meetings take place so that families and children/young people are involved in deciding next steps and parents / carers are advised on how to help support learning outside of the school.

9.3. Contact is achieved through the email or telephone and regular parents' evenings.

9.4. In addition, parents' training and/or learning events including our "Stay and..." sessions or support groups take place periodically and are well advertised on the school website

or by personal invitation.

- 9.5. Students are sometimes allocated a key-worker (Teaching Assistant) who will assist in maintaining and updating records and plans with an expectation that teachers hold the responsibility for evidencing progress. If a student fails to make progress the SEN team are asked to identify further strategies or interventions. Information will be captured using person-centred approaches including creating a personalised Individual Education Plan to share the young person's views in what help they prefer. A provision map is also used as a snapshot of what a young person is receiving that is 'additional to' or 'different from' what is widely available."
- 9.6. If the SENDCO identifies that the school is unable to fully meet the needs of a child/young person through our own provision arrangements, external advice is gained through our colleagues in education, health or social care. A joint framework for working or Common Assessment Framework process will be used and this will always be in collaboration with parents and carers and the young person's wishes and views will be actively sought.
- [SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]**
- 9.7. Once at our school there is a whole school approach to identifying need. Damers First School promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. Following assessment and staff consultation a child's special educational needs are identified and the needs are recorded on the SEND Register.

- 9.8. Learning needs are managed either by using additional support, such as an IEP, a risk reduction plan or by having an Education, Health & Care Plan (EHCP). The majority of children/young people with special education needs or disability will have their needs met through a whole school approach and be placed on the SEN Register at the level 'SEN Support' in compliance with the SEND Code of Practice 0 to 25 (July 2014).

10. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

- 10.1. Provision for children/young people is monitored and evaluated through gathering views of individual children/young people, parent / carers feedback, views of staff and by using school data to ascertain effectiveness and value for money. An effort is made to measure qualitative outcomes as well as academic process (such as how prepared a child/young person feels to move onto the next stage of education, or how motivated they are in school).
- 10.2. Sometimes a child/young person fails to make expected progress in spite of our best endeavours and where this is the case the SENDCO, in collaboration with the child/young person and family, other staff and / or external services, will look at the case in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

11. COMING OFF THE SEND Register

- 11.1. A child/young person 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/young people may require support for particular aspects of their learning which may be due to their underlying learning issues. All children/young people will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children/young people 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.
- 11.2. Some children/young people with particular needs, usually which are long-lasting, may develop skills and strategies which help to minimise the impact of their difficulty to a level at which the need can be met through quality first teaching. An example of this might be a child/young person with dyslexia, who has had support to work around barriers in order to be a confident and independent learner and as a result

and is making good progress. In this case, additional support may no longer be necessary, even though the child/young person requires examination Access Arrangements.

- 11.3. EHC Plans are reviewed annually. A child/young person 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/young person no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

12. STORING AND MANAGING INFORMATION

- 12.1. All data including data stored electronically is subject to Data Protection law.
- 12.2. All paper records will be held in line with the Trust's policy/protocol on security of information. All people working with a particular child/young person will have access to any records or reports but the originals will be kept securely and confidentiality will be maintained.

13. SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

- 13.1. Our 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 our school is expected to make reasonable adjustments in order to accommodate children/young people who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)

14. TRANSITION ARRANGEMENTS

- 14.1. Our school is committed to ensuring transition is highly effective for our children/young people with SEN.
- 14.2. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education. The SEN team has transition for next steps at the heart of all that we do. Therefore there is a focus on developing independence and confidence. We encourage pupils learn to use initiative and

develop confidence in asking for support rather than becoming dependent on an additional person.

14.3. Prior to starting school, there is close liaison between school SEN, teaching and our feeder pre-schools. The SENDCO attends transition reviews at pre-schools and middle schools where pupils will have extra visits to their next school and also have the opportunity to take place in summer activities during the school holidays. There are additional parents' meeting and individual meetings with the SEN team.

14.4. During their time with us, children/young people with EHC Plans are supported to think about their long-term goals and they will have annual Person Centred Reviews with their parents / carers. These help school staff and people at home to think about the 'whole person' and what we need to do to help them get to the next stage in their lives. This process is usually an empowering experience as it gives a degree of control that can sometimes be missing in the life of a child/young person with additional needs.

15. TRAINING AND RESOURCES

15.1. Training needs are identified through a process of analysis of need of both staff and children/young people as and when required.

15.2. The SENDCO and TA team meet each half term in order to monitor the progress of children/young people with SEND but also to deliver training to enable to TAs to provide high quality support.

15.3. The SENDCO will provide information on specific needs for new staff and teachers who are training.

15.4. The SENDCO also maintains up-to-date knowledge by training with other schools in Dorset through the Inclusion Briefing Network, through the Wessex MAT and via membership of the National Association of Special Education Needs.

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

16. SEN INFORMATION

16.1. Our school presents SEN information in three ways:

- by information placed on the school website which can be found on the main school website;
- by following the link to the local authority's Local Offer website;
- through information contained in this policy which is also published on the school website.

16.2. All information can be provided in hard copy and in other formats upon request.

17. ACCESSIBILITY

17.1. Our 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 at www.dorsetforyou.com/local-offer.

18. COMPLAINTS

18.1. 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/young person has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.

18.2. Wessex Multi-Academy Trust, of which our school is a member, publishes its Complaints Policy on the school website.

19. REVIEWING THE SEND POLICY

19.1. This policy will be reviewed and updated annually. Our school appreciates parents and carers views on all aspects of this policy and will ask for volunteers to help with the review process (please contact the SENDCO if you are a parent or carer, or any other stakeholder and wish to make suggestions or comments at any time).

20. LINKS TO OTHER RELATED POLICIES

- Supporting children at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Child Protection

- Anti-bullying
- Data protection

