



## **LEARNING & INCLUSION SERVICES GUIDANCE**

### **SEN and Disability Policy SALWAY ASH CE VA PRIMARY**

<b>Responsible Officers</b>	<b>Contact Details</b>
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# SALWAY ASH CE VA PRIMARY 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 Head teacher Lisa Crew has overall responsibility for Special Educational Needs and Disability in Salway Ash Primary school.

The designated teacher responsible for coordinating SEND provision for children is **Elizabeth Smith** ([office@salwayash.dorset.sch.uk](mailto:office@salwayash.dorset.sch.uk)).

The person co-ordinating the day to day SEN provision for children at Salwayash School is Elizabeth Smith. The person(s) with day to day responsibility for disability is Lisa Crew and the child's class teacher.

The Governor with special interest in the arrangements for SEN and disability is:

**Rev Jo Neary**

### Our approach to SEN and disability:

**“At Salway Ash Primary we regard care for ‘the whole child’ as a priority and acknowledge that a happy child is one that will learn well and thrive. Emotional health and well-being are paramount. We are a happy school.”**

**Our school's mission statement is: “Let our light shine as we achieve together!”**

This policy was developed in conjunction with: parents, governors, teaching staff.

## **AIMS AND OBJECTIVES**

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

At Salway Ash Primary we cater for children with a wide range of special educational needs and are very experienced at identifying these in a child from a young age.

Children may come to us with their needs already identified by professionals and we can then contribute to their learning program (or any other special provisions) immediately on entry.

If a parent is concerned about their child they should approach the Head teacher or the child's Class teacher initially. If we as a team are concerned about a child's learning we will talk to the parent(s) or guardians first to discuss this and to seek their opinion, as we consider parents to be the prime experts on the child in their care.

### **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 fully participate in and contribute to school life.
- To develop individuals' self-esteem, independence and emotional/mental health.
- To provide access to and progression within the curriculum.
- To involve children in planning their learning so that their special educational needs and/or disability needs can be properly addressed.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training and advice for staff which provides strategies to help them effectively support children with special educational needs and disability.
- To ensure that children move on to secondary school as independent and confident learners.

### **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 Coordinator (SENCO) who will work within the bounds of the SEND Inclusion Policy.
- To provide support and advice to all staff who work with children with special educational needs.
- To provide support and advice to all parents of children with special educational needs.
- To liaise with specialist services in order to provide the best possible provision for children and to work with their advice.

## **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 Salway Ash Primary's arrangements supporting disability and medical conditions, equality, school and SEND information (pertinent to the SEND Policy) are published:

- That this SEN policy is published on the school website.
- That school's SEND information is published on the website.
- That our Accessibility policy is published on the school website.
- That our Medical Needs policy is published on the school website.
- That a link to the school's contribution as part of the Local Authority's 'local offer' is provided on the website.
- That a member of the Governing body take a special interest in SEN and be available to discuss our arrangements with interested bodies.

The present SENCO has a certificate in helping children with Specific Learning difficulties (including Dyslexia) plus many years of experience supporting children with a very wide range of needs, including complex needs, autistic spectrum disorder and moderate (significant) learning difficulties. The SENCO is also the Deputy Head teacher and KS1 teacher.

There is a trained ELSA teacher on site for 50% of the school week.

Teaching assistants have attended training in some of the areas above and have undertaken additional training in literacy difficulties, reading and inference skills, numeracy/mathematics support and speech and language difficulties.

## **ADMISSION ARRANGEMENTS**

Salway Ash Primary 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 Salway Ash Primary makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Salway Ash Primary liaises with the local authority (or diocese), 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.

## **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, as follows:

### **Accessibility:**

Salway Ash Primary is a fully inclusive school and all children participate in the full range of activities.

School trips are designed to be accessible and any adjustments that may be necessary are carried out following consultation with parents. Full risk assessments are completed.

School transport can be arranged when appropriate to and from our site.

### **School environment:**

Salway Ash Primary is all on the ground floor level with spacious entrances, wide corridors and disabled toilet facilities (both child and adult). We have level outside spaces with ramps/slopes. Our outdoor steps are carefully designed with handrails and marked edges.

All classrooms and the hall have been acoustically designed or have adaptations that meet current requirements.

## **SEN INFORMATION AND LOCAL OFFER**

The school website [www.salwayashprimaryschool.org/](http://www.salwayashprimaryschool.org/) 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](http://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.

Our School staff will assess the amount and level of SEN needed and support required.

First we will assess your child carefully and thoughtfully, initially using a more informal approach and then if necessary asking advice from other professionals who are experienced in that field.

This will enable teaching staff to develop a tailored program of support. Your child's program and progress will be monitored by the special educational needs coordinator (SENCO).

The SENCO works in an advisory role, liaising with parents, the support services and teaching staff (including teaching assistants).

The type of provision provided for a child with special needs will vary according to need. Some children will benefit from targeted group work and this can take place in or out of the classroom. Some concerns are best dealt with on an individual basis. However, all children on the special needs register will have an individual program.

We employ specialist teachers to come in and take some support sessions which can then be followed up by staff in school.

Specialist services and professionals support us in the diagnosis and learning programmes.

Salway Ash Primary uses the full range of services available to primary schools, including:

- Dorset County Psychological service (Educational psychology)
- Speech and Language Therapy Service (NHS)
- Hearing & Vision Impairment service
- Literacy Support (for specific learning difficulties including dyslexia)
- Social Care (MASH Child Protection team) and 'locality teams'
- Children's Centres
- Counselling services and other Emotional/Psychological/Social support
- Community paediatrician service
- ELSA trained staff (in school)

Learning needs are managed either by using additional school support or by having an Education, Health & Care Plan (EHCP) which is outlined by the Local Authority. The majority of children with special education needs or disability will have their needs met by the school. An EHC plan can be put together after consultation with specialists, in time for transition to secondary level education; this is particularly necessary if specialist provision is required.

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

High quality teaching, differentiated for individual children, is the first step in responding to those who may have additional learning needs. This is known as a 'graduated response' (please see SEN Code of Practice 2014).

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 sufficient progress, it is possible that a child may have special educational needs. Parents will be consulted at all stages.

When a child has been identified as having special educational needs a support plan will be developed and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have special educational needs, 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. A provision map will be drawn up and an IEP.

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

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

Some examples of other influences upon educational progress may be:

- Attendance and punctuality
- Health and medical conditions
- English as an Additional Language
- Pupil Premium (socio/economic factors)
- Child abuse/neglect/being a Child of Concern
- Being a Looked After Child
- Mental and emotional health, affecting behaviour
- ASD (Autistic Spectrum Disorder)
- Bereavement and family problems
- Mobile/travelling families

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

Where a child is identified as having SEND (or a disability if this causes educational difficulties) Salway Ash Primary adopts the 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 Plan, Do, Review cycle is flexible and tailored to meet individual needs. When a cycle is completed satisfactorily, a new cycle is put in place to further progress. If a plan is not working within a reasonable length of time, a new approach is developed.
- IEPs will be evaluated at least once every half term.
- Dyslexic children will have their progress tested every six months, using recognised tests for reading age, reading rate, comprehension and spelling ability.
- Provision maps will be updated as soon as a new support element is added.
- Updating IEPs and Provision maps is the responsibility of the child’s class teacher with support and monitoring from the SENCO.
- Children’s progress meetings will be held half-termly and/or when concern is raised.
- The level of provision is decided by all those involved with the child’s needs and by specialist services (including LA advice in the case of EHCPs).
- If support and advice additional to that available in school is thought to be necessary, staff and parents meet to discuss this. Assessment data will be used, which can then be added to by more detailed and up to date specialist tests.
- Specialist support is requested when all agree that this may be the next step. Funding is used as and when necessary. As a ‘Collaboration’ (West Dorset), we share services e.g. Literacy support & Counselling.
- If the school identifies that additional funding and support are needed from the Local Authority’s High Needs Block, evidence will be gathered to support this. Much of this evidence will be specialist advice and assessment. The school will report on grades, learning styles and needs. The school will outline current provision, the additional members of staff used (such as Teaching Assistants) and any costs involved. The school will consult with the child’s parents and ask them for a contribution to the process. The school will ask the child to complete a suitable questionnaire to gain their attitudes and opinions (with support if necessary).

- There are various routes into referral for extra funding and this depends on the concerns around the child and/or their progress in school. These may include the CAF process and other forms of referral.
- Psychological support and assessment is provided free for those children needing an EHC plan.

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

All children's progress is carefully monitored, including those children with SEND.

We record this progress using an online computer tracking system. This alerts staff to problems such as inadequate progress rates and levels.

Children's parents are informed of this progress at parent/teacher consultations. The parents of children with SEND will be invited to more frequent meetings to discuss their child's progress: normally every half term.

Other forms of monitoring may be more in depth, such a reading age, reading rate and comprehension or spelling age, Speech and Language percentiles etc. We monitor these routinely every six months.

## **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 still 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**

Salway Ash Primary 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 we as a school are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Salway Ash School's Policy on "Supporting children at school with Medical Conditions".)

## **TRANSITION ARRANGEMENTS**

Salway Ash Primary 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.

- Pre-entry arrangements include visits to playgroups by the EYFS class teacher.
- During the Summer term (second half) preceding a child's entry to school, sessions are organised once a week for both pre-school children and parents, in order to get to know the EYFS staff and classroom environment.
- All information both verbal and on paper is passed across from preschool groups to the school, including SEND information.
- Portage is sought if thought to be necessary.
- Children moving on to secondary education all experience pre-entry visits to their chosen secondary provision. Extra visits can be arranged if these are thought to be necessary, which can include meetings with future members of staff.
- The relevant members of staff from the secondary provision, including the SEND coordinator visit our school and discuss those children relevant to their year group and those on the SEND register. Paper work is passed on before the end of the Summer term.

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.

Courses for staff are accessed through CPD online.

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

The SENCO will attend relevant updates and briefings on SEND and personal training if needed.

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

Governors will attend relevant training around their responsibility relating to Supporting children at school with medical conditions.

## SEN INFORMATION

Salway Ash School presents its SEN information in three ways:

- i. by information placed on the school website [www.salwayashschool.org/](http://www.salwayashschool.org/)
- 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.

Documents for SEND which are held on our website:

- ✓ The SEND Policy
- ✓ The school's SEN Information
- ✓ Link to Dorset's Local Offer website
- ✓ The policy for Supporting children at school with medical conditions
- ✓ The Accessibility Plan
- ✓ Inclusion and Equality information
- ✓ Link to school admissions information
- ✓ Intimate Care policy

## ACCESSIBILITY

Salway Ash school publishes its Accessibility Plan on the school website [www.salwayashschool.org/](http://www.salwayashschool.org/) Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

## COMPLAINTS

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

Salway Ash Primary publishes its Complaints Policy on the school website.

## REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by staff, governor and parents involved in the process.

This policy last reviewed September 2017.

## LINKS TO OTHER RELATED POLICIES

[Examples](#)

[Supporting children at school with medical conditions](#)

[Accessibility Plan](#)

Equality / equality information and objectives

Safeguarding

Anti-bullying

Vulnerable Groups

Data protection