

# Dallimore Primary and Nursery School

## Special Educational Needs and Disabilities Policy

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As our school mission statement states, we aim to: **Encourage, Enjoy and Excel.** We are proud to provide an inclusive learning environment where every member of our school community is valued and respected. Indeed, at Dallimore Primary and Nursery School:

Every teacher is a teacher of every child, including those with special educational needs.

## Aim

We aim to provide every child access to a broad and balanced education in line with the National Curriculum and the SEND Code of Practice (2014). We have high expectations of all our pupils and believe that everybody should strive to achieve their very best.

## Objectives

We will achieve our aim by:

- Identifying the needs of pupils with SEN as early as possible
- Providing appropriate provision for these pupils
- Closely monitoring progress and the impact of interventions
- Working closely with parents and outside agencies
- Working within guidance provided in the SEND Code of Practice (2014)
- Providing a Special Educational Needs Co-ordinator
- Training and advising all staff
- Providing an environment where all pupils feel safe to take risks with their learning

## Identifying special educational needs

Definitions of SEN taken from Section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Four broad categories of SEN have been identified in the SEND Code of Practice (2014). These give an overview of the range of needs and allow us to plan what action is needed. Pupils may have needs in one or more of these areas.

They are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotion and mental health difficulties
4. Sensory and/or physical needs

In line with the SEND Code of Practice (2014) we recognise that other factors can impact on progress and attainment, and this does not necessarily mean that the child has SEN (for example, bereavement or illness). Looked after children; children of Servicemen/women, children with EAL or being in receipt of the Pupil Premium Grant are also not reasons for being identified as having SEN.

### **Graduated response to SEN support**

#### Quality first teaching

In line with the SEND Code of Practice (2014) we recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Indeed, additional intervention and support does not replace good quality teaching.

The quality of teaching is rigorously monitored at Dallimore Primary and Nursery School through regular lesson observations, learning walks, book scrutiny, progress meetings and the use of sharing good practice models.

Training and staff CPD is reviewed through Teacher and TA performance management.

#### Deciding whether to make SEN provision

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed.

#### Managing pupils on the SEN register

The management of pupils on the SEN register is based upon 4 clear steps:

### **Assess - Plan - Do - Review**

If a child has been identified as possibly having SEN, they are closely monitored by staff. Their learning is assessed; progress is tracked, and their learning is clearly differentiated. Appropriate interventions will be put in place and the impact of these reviewed regularly. The SENCO should be consulted if staff

remain concerned (the child may already have been discussed with the SENCO before this).

Children in receipt of additional interventions will be identified on the class Provision Map. Each class has three Provision Maps which identify additional provision in Maths, English and Social and Emotional Needs. Identification on a provision map does not necessarily mean that the child has SEN. However, if the child is identified as having SEN, this is clearly highlighted on the map. Provision maps are written termly, but are working documents and so are adapted as needed throughout the term.

A child with SEN may require individual targets specific to them and an Individual Education Plan (IEP) may be written. IEPs are under regular review, with the time frame depending on the needs of the child.

Additional support may be required from outside agencies at any point in the process. With parental permission, the SENCO or Headteacher will refer to the appropriate service. Outside agencies may include:

- Speech and Language Therapists
- Educational Psychologists
- Health Professionals - School Health, Paediatricians, CAMHS
- Support Service for Physical Impairment; Visual Impairment or Hearing Impairment
- Multi Agency Teams - Family Resource Workers, Children Centre Workers, Education Welfare Officer
- Behaviour Support Service
- Autism Outreach
- Social Care
- Physiotherapists and Occupational Therapists

Parents are informed at all stages of the process either through Parent Evenings, specific meetings with school staff, review meetings or Team Around the Family meetings.

### **GRIP (Graduated Response for Individual Pupils) Funding Applications**

GRIP Funding was launched in Derbyshire in 2015. The GRIP will be for pupils with significant Special Educational Needs, when their current needs are not as complex Education, Health care, and may not be long term. GRIP will give access to specialist service such as SSEN at this earlier stage and give schools earlier opportunity to reduce barriers to learning.

Schools will provide evidence of interventions and support that these children are receiving and be explicit about desired outcomes for the child. If successful, GRIP funding will be allocated straight away, without the 20 week assessment period for an EHCNA.

The funding received will allow school to be flexible with the support offered, and may not solely be based on TA hours.

The funding will remain in place for a year and a week before the funding end date an evaluation must be completed and returned to County Hall.

### **Referral for an Education, Health Care Plan (EHC Plan)**

If a child has long term, complex needs they may need to be referred for an EHC Plan and undergo a Statutory Assessment Process. This can be requested by school, parents or other professionals. This will occur when quality first teaching, intervention and a multi-agency approach have not had the desired impact.

The application for an EHC Plan will usually combine information from a variety of sources including: school staff, parents, social care, health professionals and educational psychologists.

Information will be gathered relating to current provision, the impact it has had and any remaining barriers that are preventing the child from making progress. A panel of professionals will decide if the child is eligible for an EHC Plan. Parents have the right to appeal against any decisions made.

Further information about EHC Plans can be found via the Derbyshire SEND Local Offer at [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

### **EHC Plans**

- Following Statutory assessment, an EHC Plan will be provided by Derbyshire County Council if it has been agreed that the child's needs cannot be met using the support that is ordinarily available.
- Parents have the right to appeal against the contents of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, school and other professionals involved will implement the advice and the plan will be reviewed at least annually.

The Annual Review will be carried out using a 'child/person-centred approach' so that the needs and views of the child and their parents are always addressed.

- The EHC Plan will follow the child throughout school, or until it is decided that they no longer need it.

### **What is the Local Offer?**

The Derbyshire SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that is available in Derbyshire. More information can be found on: [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND). There is also a link to this site on the school website.

### **Inclusion of all pupils with SEN**

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout school. The school curriculum is reviewed to ensure that it promotes inclusion for all. As stated, the school will seek advice from outside agencies when appropriate.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC Plans and those without.

### **Supporting Pupils with SEN**

Team leaders, the SENCO and Class Teachers are responsible for ensuring that all children, including those with SEND, can access all assessments that take place during the school year.

When moving to a new school year information is shared with the next teacher regarding provision, strategies and interventions. Relevant paperwork is passed on. When a child transfers into Key Stage 3, staff liaise with Secondary School staff to ensure all relevant information is shared. Additional transition visits for individual children and parents can also be arranged as needed.

### **Supporting Children in School with Medical Conditions**

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school visits and physical education.

Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

These children may have Special Educational Needs (with or without an EHC Plan or statement) and/or social care needs. The school will follow the SEND Code of Practice (2014) in all cases.

Where appropriate, a Health Care Plan may be needed. School will liaise with parents and health professionals to ensure the needs of the child is met. Staff working with pupils with specific medical needs will receive regular training, as will staff who administer medicines. School will work in accordance with the Supporting Pupils at School with Medical Conditions document (published by the DFE, April 2014).

## Accessibility

Dallimore Primary and Nursery is currently (January 2017) going through a re-build of key stages 2 classrooms. Phase 1 (KS1) was completed in February 2014 with phase 2 offices, main reception, library and hall which was completed in July 16 and phase 3 (KS2) due to be completed in July 17. Upon completion the majority of the school site will be fully compliant with the regulations as set out in the Disability Discrimination Act. The foundation unit, however, will still contain steps from the outdoor veranda to the outdoor area. This is accessible via a ramp and any alterations and building works will follow DDA guidelines.

## Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of a pupil, an appointment can be made with the Headteacher or SENCO. They will be able to advise on formal procedures for complaints should this be needed. All contact details are readily available on the school website.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documentation:

- Equality Act 2010; advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (2014)
- School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School With Medical Conditions (April 2014)
- The National Curriculum In England Key Stage 1 and 2 Framework Document (Sep 2013)
- Safeguarding policy
- Accessibility Plan

This policy will be kept under review and updated on an annual basis.

This policy is available on the school website.