

THE DINGLE PRIMARY SCHOOL, HASLINGTON

POLICY DOCUMENT FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

COMPLIANCE

This policy has been written to provide information about the school's provision for children with Special Educational Needs and Disabilities (SEND), following the guidance outlined in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014), which came into force on September 1st 2014.

This includes information about arrangements for identifying children with SEND, and the part played by the school, LEA staff, health services, social services and voluntary organisations.

More details about the reforms and the SEND Code of Practice can be found on the Government's website:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

The person responsible for overseeing the provision for children with SEND is Ben Cox (Head teacher).

The person co-ordinating the day to day provision of education for children with SEND is Lillian Henry (SENCO, National Award for Special Educational Needs Coordination, Postgraduate Certificate in Special Educational Needs and Inclusion, member of the Senior Leadership Team).

The school governor for SEND is Mrs Janet Griffith.

ADMISSION ARRANGEMENTS

The school's admission arrangements for children with special educational needs and /or disability, who do not have an Education, Health and Care Plan (EHCP), does not differ from the arrangements for all other children, which complies with the policy as laid down by the local authority.

Children with an EHCP are admitted into school according to recommendations agreed by the Area Panel.

AIMS

The school aims to fulfil all children's entitlement to learning and their access to the National Curriculum, by enabling them to participate in the life and work of the school to the best of their abilities, whatever their needs.

The teaching staff are aware that children with special educational needs must be included within the school environment and that quality first teaching alongside their peers, with differentiation and adaption of tasks is the starting point in responding to pupils who have or may have SEN. 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.

OBJECTIVES

1. To identify children with SEND as early as possible by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
2. To monitor the progress of all children with SEND carefully and continuously in order to ensure that they are fully included and supported within the school community, and are able to reach their full potential.
3. To provide appropriate provision in order to overcome barriers to learning and to ensure that children with SEND have full access to the National Curriculum.
4. To work alongside parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
5. To work with outside agencies when a child's needs cannot be met by the school alone, such as the Educational Psychology Service, Speech and Language Therapy, Cheshire East Autism Team, Sensory Processing Occupation Therapy Support Service or the school health team.
6. To create an inclusive school environment where children have a sense of belonging and can contribute to their own learning. This means encouraging relationships with adults in school where children feel safe to voice their opinions of their own needs. Child participation is encouraged through school by wider opportunities such as pupil voice, residential visits, school plays, sports teams etc.
7. To provide advice and support to all staff working with children identified with SEND.

SPECIAL NEEDS AND DISABILITY REGISTER

A register of all children with special educational needs and/or disability is maintained and held by the SENCO. It is updated as required, but at least on a termly basis.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEND is built into the overall approach to monitoring the progress and development of all children. The school assesses each child's current skills and levels of attainment on entry. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all children. Where children are falling behind or making inadequate progress given their age and starting point they are given extra support.

DEFINITIONS

The following definitions of SEND are taken directly from the SEND Code of Practice (2014).

A child or young person has SEND 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 a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders 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.
- (c) are under compulsory school age and fall within the definition at (a) or (b) above when they reach compulsory school age or would so do if special educational provision was not made for them (Section 20 Children and Families Act 2014).

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.

The definition of **disability** under the Equality Act 2010

In the Act, a person has a disability if:

- They have a physical or mental impairment

- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

'substantial' means more than minor or trivial;

'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);

'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

Included in the definition is a wide range of impairments including sensory, dyslexia, autistic spectrum disorder, diabetes, speech and language, severe asthma and learning difficulties resulting from complex profiles of disability.

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA) (2005). However, the Disability Equality Duty in the DDA continues to apply.

CODE OF PRACTICE AREAS AND LEVELS OF NEED

The four areas of Special Educational Needs outlined in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that we plan for. The purpose of identifying a child's SEND is not to fit the child into a category, but to work out what actions need to be taken in order to meet the needs of every child.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns about behaviour, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

In addition to being described via different broad areas of needs, Special Educational Needs (SEN) can also exist at different levels of severity. The different levels exist as a continuum.

- SEN Support;
- Complex;

- Specialist.

School staff are alert to emerging difficulties and respond early, where these difficulties persist or require support that is 'additional to' and 'different from' a child may move onto a SEND Support Plan.

(see Appendix 1: The Cheshire East Continuum of Need for SEN diagram)

In practice, our children often have needs that cut across all of these areas and levels, and their needs can change over time, in terms of both type and level. The support provided to an individual child is always based on a full understanding of their particular strengths and needs.

A GRADUATED APPROACH TO SEND SUPPORT

High quality first teaching, adapted for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of children can make progress through such teaching. Class or subject teachers are responsible and accountable for the progress and development of all the children in their class or set, even where children access support from teaching assistants or specialist staff or where interventions take place away from the classroom.

The school regularly reviews the quality of teaching for children at risk of underachievement through the tracking and monitoring of child progress. This includes reviewing teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the special educational needs most frequently encountered.

The school has adopted the four-part cycle known as the Graduated Approach to the identification and assessment of SEND as outlined by the Code of Practice (2014). Through this cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing successful outcomes.

This is known as the Assess – Plan – Do – Review Cycle. Throughout this process, the Cheshire East Inclusion Toolkit is used to provide help and advice at all stages.

ASSESS

When a child is identified as needing support that is additional to, or different from their peers, the class teacher, working with the SENCO will carry out a clear analysis of the child's needs.

This will draw on teacher assessments, previous progress and attainment, behaviour, and the views of the parents and the child.

This assessment is regularly reviewed to ensure that support and intervention is matched to the child's needs and that barriers to learning are identified and overcome.

In some cases, the school will liaise with other professionals from health or social services, or from other external agencies to help inform the assessments.

PLAN

When an emerging difficulty is noted either via a member of school staff or a parent or guardian, the SENCO will be notified and the child recorded as needing internal school monitoring. Discussions will occur between the parent and class teacher, and assessments may be undertaken as appropriate to enable further clarity as to the child's needs. A decision will then be taken as to appropriate next steps. For many pupils' quality first teaching, small reasonable adjustments or a short time-limited supportive intervention addresses the issue. For others it may be appropriate to place them on the SEND register and create a SEND Support Plan (SSP) as they will need ongoing support which is 'additional to' and 'different from' ordinarily available inclusive provision.

Where it is decided to provide a child with SEND support, parents will be formally notified. The class teacher and SENCO, in consultation with parents, agree on the adjustments, interventions and support to be put into place, along with a clear date for the review.

A School Support Plan (SSP) will be compiled by the class teacher. The SSP will incorporate more specific short-term targets in consultation with the SENCO and by consulting the Cheshire East Inclusion Toolkit. It will include details of any evidence-based interventions, recording progress, outcomes and support. Again, the views, wishes and feelings of the child and their parents will be reflected in the plan.

All staff working with the child will be made aware of their needs, the outcomes sought, the support provided and any required approaches or teaching strategies.

If after two cycles of SEND Support, progress has been inadequate, the school may involve external specialists who will impact further on effective teaching approaches, equipment, strategies and interventions. This could be an Educational Psychologist, a member of Cheshire East Autism Team, our school nurse, an Occupational Therapist, a Physiotherapist, or Cheshire East Outreach support, such as Springfield School or Adelaide School. Parents will be notified and included in this involvement and are informed of any planned support.

Following reviews, the Cheshire East Inclusion Toolkit can be used to help inform next steps.

DO

The class or subject teacher will be responsible for working with the child on a daily basis. They will work closely with any teaching assistants in order to plan and assess the impact of the support being given, and how this can be linked to classroom teaching. The SENCO will continue to support the class teacher.

REVIEW

The School Support Plan is regularly reviewed, at least three times a year. Interventions and support will be planned and reviewed by the class or subject teacher, in collaboration with parents, SENCO and where appropriate, the child themselves.

MANAGING CHILDREN'S NEEDS ON THE SEND REGISTER

There is a single category of support for children with SEND called **SEND SUPPORT**.

The school will use our best endeavours to ensure that the necessary provision is made for any child who has SEND. Special educational provision is provision that is additional to or different from ordinarily available inclusive provision and that made generally for others of the same age.

SEND records for individual children will be held on the school server in individual pupil files, with records uploaded to CPOMS on an annual basis. Through regular reviews of progress, adaptations are made to the support provided as required. The SENCO, along with the Head teacher plan how best to use resources and deploy additional staffing to meet the identified needs of children in the year ahead. The SENCO and Head teacher meet at least termly to discuss this.

Staff at the Dingle are always alert to emerging difficulties and respond early.

All staff can access:

- The Dingle Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND as outlined in the Code of Practice.
- Information on individual children's special educational needs or disability, including SSPs, medical information, and advice from outside agencies.

- The Cheshire East Inclusion Toolkit, containing practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through the school's SEND Information Report, also available to view on the school website.

In this way, every staff member will have complete and up-to-date information about all children with special needs and their requirements which will enable them to provide for all individual needs.

Parents will be kept informed of any special provision made for their child. At the Dingle we appreciate the fact that parents know their children best and will therefore always listen and understand when they express concerns about their child's development.

SEND FUNDING

There are 3 Elements for funding:-

Element 1 - Linked to Mainstream Funding - This is delivered as part of the 'Schools Funding Block' and allocated to ALL children, mainly through the Basic per Child Entitlement, (BPPE).

Element 2 - Low Cost, High Incidence Funding – This also forms part of the 'Schools Funding Block', estimated by the DfE to be around £6,000 and is called 'Additional Child Support'. This funding is available for the schools to spend in supporting all children with Special Educational Needs.

Element 3 – 'Top-up Funding' - For children with more complex needs the school will be able to apply to Cheshire East to be considered for 'Top-up Funding'. This funding is obtained through the Education Health Care Needs Assessment process.

REFERRAL FOR A STATUTORY ASSESSMENT

If a child has lifelong or significant difficulties, they may undergo a Statutory Needs Assessment which is usually requested by the school but can be requested by a parent or a health worker. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a Needs Assessment will be taken at a progress review.

The application for a Needs Assessment for an Education, Health and Care Plan will combine information from a variety of sources including parents, teachers, SENCO, Social Care, or health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by an Area Panel made up of people from education, health and social

care about whether or not the child is eligible for a Needs Assessment. Parents have the right to appeal against a decision not to initiate a Statutory Needs Assessment which may or may not lead to an EHC Plan.

EDUCATION, HEALTH AND CARE PLANS (EHCPS)

Following Statutory Assessment, an EHC Plan will be provided by Cheshire East Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved with developing and producing the plan.

Parents have the right to appeal against the content 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, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

MONITORING AND EVALUATION OF SEND

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and children throughout the year. This is done in the form of parent and child questionnaires, discussion, and through progress meetings with parents. Children's progress will be monitored throughout the year in line with the SEND Code of Practice, with two formal assessment points a year.

SEND provision and interventions are recorded on SEN Support Plans and may be recorded on a pupil's individual provision map completed as part of their EHC Plan Annual Review process or Needs Assessment. These interventions are monitored and evaluated regularly by the class teacher and SENCO, and information is fed back to other staff supporting the child, parents and governors. This helps to identify whether provision is effective.

PARENTAL INVOLVEMENT

The school encourages parental involvement in all aspects of school life. Where a child has been identified as having special educational needs the parents are consulted at each stage and advised of the provision being made for their child. Parents are encouraged to assist with the child's learning; a partnership being set up between home and school which can be included in the child's SSP. They are invited to review the SSP, and to discuss their child's progress and future desired outcomes.

The school will provide parents with information about Cheshire East Information, Advice and Support (CEIAS) and Edge Inclusion Partners. These organisations offer parents free and impartial advice and support for a range of issues relating to SEND.

The school can also make referrals to organisations such as CLASP, the NSPCC, Family Support, CYPMHS; and provide parents with details about support groups for a wide range of needs and disabilities.

ALLOCATION OF RESOURCES

Element one and two funding from the main school budget pays for support for the majority of children with SEND.

The school has access to various support services provided by the local authority. These include an Educational Psychologist (EP), Cheshire East Autism Team (CEAT), and The Inclusion Quality Team. Queries about support for individuals or on more general issues are raised with the assigned person. Concerns about behaviour or about Cognition and Learning are initially raised with the EP. If advice is needed on children who are subject to statutory assessment, or who have EHC plans, then the school will contact the Cheshire East SEND Team.

Health services, social services, and voluntary organisations may be contacted regarding the special needs of a particular child, should it be deemed necessary. The school can also make referrals to Community Paediatrics, usually if the child is showing autistic traits, or signs of Attention Deficit Hyperactivity Disorder.

The school provides many children with SEND with their own high interest reading books, suitable for lower ability readers.

Other resources such as a wide range of intervention programmes, including IDL, Beat Dyslexia, Reading Eggs, Toe by Toe, Precision Teaching, Write from the Start, Plus One and Power of Two Maths, Time to Talk, Talkabout, Primary Resilience, Friendship Terrace, ELSA, Speech Link and photocopiable materials are available for children with SEND.

IN-SERVICE TRAINING

It is the policy of the school and its governing body to facilitate adequate training for all staff. The SENCO ensures that training takes place for staff where an individual child has a particular difficulty and regularly updates staff about any SEND legislation and changes.

The SENCO is part of a Cluster group made up of other SENCOs from local schools.

POLICY REVIEW DATE - February 2027

Appendix 1

The Cheshire East Continuum of Need for SEND

