



DINNINGTON FIRST SCHOOL

SEND AND INCLUSION POLICY

Review Date : September 2017



SEN and Inclusion Policy

Statement of Intent

At Dinnington First School we believe that all children are equally entitled to a broad, balanced and relevant curriculum that will help them flourish. We aim to provide a safe and friendly environment, filled with educational experiences, that takes into account the individual needs of pupils at every level of ability and which responds to their varied life experiences and particular needs.

At Dinnington First School we are committed to providing an appropriate and high quality education to everyone within our community. We seek to raise achievement, remove barriers to learning and ensure inclusion for all children.

Aims

- To ensure equality of provision for pupils with special educational needs (SEN) and disability.
- To take into account legislation related to SEN and Disabilities, including *The SEN Code of Practice 2014*, *The Special Educational Needs and Disability Regulations 2014, Part 3 of the Children and Families Act 2014*, *The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49*; *The order setting out transitional arrangements, Section 137*; *Equality Act 2010*, *The Mental Capacity Act Keeping Children Safe in Education 2016*, *Supporting Pupils At School With Medical Conditions 2014*.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To ensure parents and carers are fully engaged in decision making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEND.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.



SEN co-ordinator

The current SENCO is: **Mrs A Farrar**

Mrs Farrar is the SENCO and is part of the Senior Leadership Team. She has been in post since September 2017.

Co-ordination of SEND provision

- The Special Educational Needs Coordinator (SENCO) is responsible for:
- overseeing the day-to-day operation of the policy.
- coordinating provision for pupils with SEND.
- liaising with the Designated Teacher where a looked after child has SEN.
- advising on the graduated approach to providing SEN support.
- advising in the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- assisting with liaising with parents of pupils with SEND.
- liaising with Early Years Providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education, to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEND up to date.



At Dinnington First School an experienced and well trained team of **Teachers and Teaching Assistants** is used to support individuals and groups of pupils with SEN at SEN Support level, both in class and through withdrawal. Teaching assistants work under the direction of the SENCO and class teachers.

The **governor** responsible for SEN is ...**Carolyn Clayton**.....

Mrs Farrar (Headteacher) is :

- SENCO
- Designated teacher for child protection
- Responsible for managing pupil premium
- Designated member of staff to Looked After Children.



Access facilities and provision

Due to the open plan design of Dinnington First School the entire pupil area is accessible by wheelchair. In addition to this the school is equipped with toilet facilities for the disabled. Medication is stored in school and after completion of a medication permission form is administered under supervision. (See Managing medical conditions in school policy)

Allocation of resources

The school has a set amount of money designated for SEND. This is used to provide additional auxiliary time for SEN pupils, as well as to buy material resources and equipment to ensure high quality support for pupils with SEND.

Access to the curriculum

All children experience the full range of curriculum opportunities. Teachers plan for differentiation within the classroom ensuring that all children gain access to the curriculum at their level. Wherever possible all children have access to extra-curricular activities.

The four strands of action, as set out in the Code of Practice, are taken into account when planning provision for children with SEN. These strands are:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods.

In planning and teaching teachers aim to provide suitable learning objectives, meet the children's diverse learning needs and remove the barriers to learning. For the majority of the week children with SEN are taught with their peers in mainstream classes. However, in order to maximize learning, some children are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.



Identification, Assessment, Planning and Review

Dinnington First School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs' of all pupils. (Teachers Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and different provision. A provision map outlines all SEND support and is updated termly.

The following are **not SEND** but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked-after child
- Being a child of service personnel



SEND support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. As required LSAs also contribute to the assessments. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified of the needs of their child through discussions with the class teacher and/or the SENCO before a written account of the pupil's areas of need is shared. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the individual provision map.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher with the SENCO will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.



Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year, this can be at parent meetings and in review meetings. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following *services* –

Educational Psychology Service

School Health

School Improvement Service (SIS)

SEN support

SEN Teaching and Support Service (SENTASS)

and, when appropriate, Social Services and Looked after Children Team.

Additional Top Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, school or parents may consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the SEN information document.



SEN information report

This report can be found on the school website. It outlines the provision Dinnington First School makes for all pupils with SEN within the four broad areas of need –

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure a successful transition to the feeder middle school, the pupils and parents/carers will be involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process. Transition reviews are held in the summer term.

Partnership with Parents/Carers:

Dinnington First School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service information is also given. They are fully involved in the review process. If required interpreters can be arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

If required the Early Help system is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and these are discussed and reviewed with them. Pupils opinions are asked before review meetings. If appropriate, pupils in KS2 may be invited to attend review meetings.



Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND which may include:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time eg reading ages.
- Pre and post assessments for pupils withdrawn for targeted interventions.
- Success rates of individual targets
- Monitoring by the governor with responsibility for SEND.
- The views of parents/carers and pupils. (Eg annual questionnaires)
- Regular meetings between SENCO / Inclusion leader and Headteacher
- Provision Mapping – used as a basis for monitoring impact of interventions.



Staff Development:

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

Medical Conditions

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school nurse or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Dinnington First School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.



The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This SEN and Disability policy will be reviewed and amended annually.