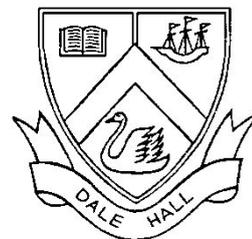


**DALE HALL COMMUNITY PRIMARY SCHOOL  
SEND POLICY**



**This policy should be carried out in the context of and in conjunction with Dale Hall CP School's Safeguarding Policy and Behaviour Policy.**

### **Introduction**

It is the belief of the Staff and Governors of Dale Hall Primary School that all children should be given the opportunity to develop their personal potential, through the provision of a broadly based curriculum which recognizes their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation, learning needs and learning styles and that this diversity should be acknowledged and valued. This inclusive ethos is further explored in our Disability Equality Scheme.

The School has clearly defined methods of assessing and identifying children with Special Educational Needs. The School will work in partnership with parents, who have an important role in their child's learning. The pupil's views are also important, and the pupil will be encouraged to participate in all the decision-making processes in their education.

It is important that children who have Special Educational Needs (SEN) are identified early in their school career and that their needs are matched with appropriate provision. The School has a range of strategies to support children and the pupil passports and the Next Steps underpin the process of planning and monitoring intervention for pupils. The Special Educational Needs Coordinator (SENCo) manages the provision for children and liaises regularly with staff, children, parents and external services.

This policy was adopted by the Learning and Development Committee at its meeting held on **17 December 2019**.

### **Equal Opportunities**

Equal opportunities is a fundamental right for all children regardless, for example, of gender, race, cultural and social backgrounds, religious beliefs, physical characteristics or educational needs. To reinforce these rights this SEN policy will actively promote the whole school policy for equal opportunities.

### **Aims**

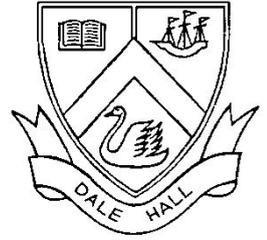
This policy aims to support all members of staff in providing a positive, whole-class approach towards the learning and progress of pupils with SEN, with a focus on quality first teaching. All teachers are teachers of pupils with SEN. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school approach. Meeting the needs of pupils with SEN requires a partnership between all those involved, pupils, parents/carers, the school, the LA, and agencies involved with SEN pupils.

*The aims of this policy are:*

- to create an environment that meets the special educational needs of each child

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- to ensure that the special educational needs of children are identified, assessed and appropriate provision made
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for a child's special educational needs
- to enable all children to have full access to all elements of the school curriculum
- to ensure that parents are able to play their part in supporting their child's education
- to ensure that our children have a voice in this process

### Definition of Special Educational Needs

*Children with special educational needs have learning difficulties that call for special provision to be made. Children have a learning difficulty if:*

- *they find learning a significantly greater challenge than the majority of children of the same age*
- *they have a disability as described by the Disability Discrimination Act 2005 which prevents or hinders them from accessing the educational facilities that are provided for children of the same age*
- *they are under school age and fall within the definitions above*

### Action to Meet Special Educational Needs

We recognise that pupils learn at different rates and that there are many factors affecting their achievement. These may include ability, emotional state, age, maturity and a sudden change of circumstances. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Dale Hall we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential.

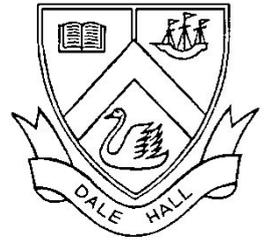
The involvement and interest of parents of the pupil concerned will influence the effectiveness of any assessment and intervention. Every effort will be made to discuss the purpose of a particular assessment arrangement with the pupil, invite comment and provide systematic feedback.

### Classroom Differentiation through Quality First Teaching

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used and the learning that has taken place. If progress continues to cause concern, the class teacher discusses appropriate action with the SENCo and the pupil may move to our Next Steps Support system. In some cases a pupil may go straight to SEN Support level. There are also instances where a child has a specific medical, physical or other such need where support is needed to help them access the curriculum. In these instances children will have interventions from external services so would need to be on SEN Support level.

### Next Steps Level

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When a class teacher or the SENCo identifies a child as having a possible need, the class teacher should provide interventions that are differentiated to enable that child to access the curriculum. All the individual targets are monitored and assessed at least every half term through meetings with the Senco and also at Pupil Progress meetings.

### **SEN Support Level**

If the child continues to make little or no progress in specific areas then a request is made for help from external services. At SEN Support level, external support services, both those provided by the LA and by outside agencies, who will usually see the child, so that they can advise teachers on new targets and can provide specialist assessments that can inform planning.

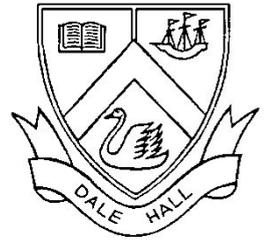
### **School request for an Education, Health and Care Plan (EHC Plan)**

If the child is still not achieving then the Head Teacher may decide to refer the child to the LA for statutory assessment of special educational needs. This may result in an EHC plan being implemented.

### **Pupil Passports (Incorporating Individual Support Plans/Targets)**

- Strategies employed to enable the child to progress will be recorded within a **pupil passport**. These will include information about:
  - short term, measurable targets set for and by the child
  - short term, measurable targets set by the teacher and parents
  - the strategies/resources to be used
  - the provision to be put in place
  - when the plan is to be reviewed
  - success and/or exit criteria
  - outcomes (to be recorded when the targets are reviewed)
- All targets should be achievable and measurable for both the pupil and the teacher
- Targets will be reviewed at least once a term and the child and their parents will be involved with the process
- Reviews and assessments made by parents/carers, social services, health authorities and other external agencies will be used to inform the review process
- Monitoring of targets and planning will provide evidence to agree movement between the stages of the strands of action. Parents/carers will be informed if any changes are made.
- All children with an EHC Plan will have short-term targets set and undergo the same process as those children on SEN Support level. The strategies to meet these targets will be set out in the pupil passport.
- All EHC plans will be reviewed annually and reported upon to the LA.

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**How we support pupils with SEN**

Effective support for SEN pupils in school depends on decisions made about grouping, use of adults and delivery of the curriculum. There are several choices:

**Classroom management:**

- Pupil based with own class; flexible grouping strategies
- Supported group within the classroom
- Individual or small group support towards targets through withdrawal for limited periods
- Pupil works predominantly in small group or individually within the class
- Part placement / Shared schooling to access specialist support

**Delivering the curriculum:**

- Specific reinforcement of skills development
- Differentiation of activities with the pupil working towards class/group learning objective
- Differentiation of materials to enable the pupil to work towards class/group learning objective
- Provision of specialist equipment including ICT
- Use of specialist techniques, to allow access for pupils with physical and/or communication difficulties.

**Role of the Governing Body**

Although the day to day management and organisation of SEN is the responsibility of the Headteacher, SENCo, teachers and school staff, the governing body is fully involved in the implementation, over-viewing and monitoring the school's SEN Policy.

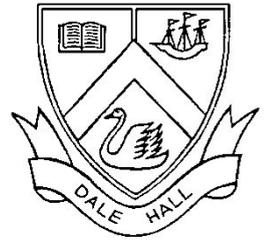
All governors, especially a governor responsible for SEN, are up to date and knowledgeable about the school's SEN provision.

No individual pupil should be identified during discussions at full governors' or committee meetings.

**Role of the SENCo**

- Overseeing the day-to-day operation of the school's SEN policy
- Co-coordinating provision for pupils with SEN
- Liaising with and advising colleagues
- Managing Teaching Assistants for SEN pupils
- Overseeing the records of all pupils with SEN
- Liaising with parents of pupils with SEN in co-operation with the class teacher and teaching assistant
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology service, health and social services and voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

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- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Collaborating with SENCoS in the cluster to facilitate joint policies, the maximisation of expertise, resources and mutual support.

**The School's Arrangements for SEN In-service Training**

- The SENCo attends termly cluster meetings to update and revise developments in Special Needs Education.
- SEN is targeted through the School Development plan. Individual professional development is arranged matched to these targets.
- In-house training is provided through staff meetings by the SENCo and / or advisers.
- All staff have access to professional development opportunities and are able to apply for SEN training where a need is identified.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

**The use made of teachers and facilities from outside the school, including support services.**

- The LA Educational Psychologist team are accessible upon request. An application needs to be requested for each individual case and, if agreed by the LA panel, the Educational Psychologist will visit the child in school.
- The SENCo liaises frequently with the following:
  - The Speech and Language Therapist
  - The LA Special Needs Support Service

And with the following stakeholders when necessary:

- The School Nurse
- The Community Paediatrician
- The Occupational Therapist
- County Inclusive Resource (for children with autism)

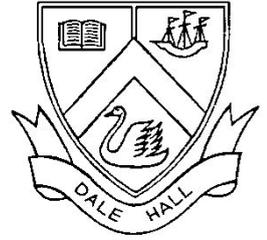
(This is not an exhaustive list and professionals help will be obtained whenever necessary to help support the needs of the children)

- Parents are consulted about any outside agency's involvement.

**Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils with SEN.

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- Parents/carers will be invited to become involved at all stages of the education planning process. Parents will be invited to meet with the class teacher and the SENCo to discuss their child. Parents will be informed of the Parent Partnership scheme ( known as SENDASS) at initial meetings and subsequent meetings as appropriate.
- At review meetings, we will make sure that the child's strengths as well as their areas for development are discussed and that suggestions as to how parents can help at home are specific and achievable. We will ensure that all parents are clear about the action to be taken and the way in which outcomes will be monitored and reviewed. Review meetings are generally arranged to coincide with parents evenings, so termly targets will be set by all parties by October, February and May respectively. These may be more frequent if it is felt necessary.
- Targets will include some targets to work toward at home and parents/carers will be encouraged to contribute their views to the review process. All pupil passports and reviews will be sent to parents.
- Parents' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between home and school will ensure that all concerns are promptly acted upon.
- The SENCo will make sure that the school's SEN Information Report is published on the website and that it is updated as necessary.

### **Pupil Voice**

- All children will be encouraged to contribute to the decision-making processes that occur in their education.
- Children, where appropriate, should be involved in the setting of their targets and should feel confident that their views will be listened to.
- Children will be involved in discussions about choice of schools and will be encouraged to contribute to annual reviews and to the assessment of their needs.

**This policy is designed to run in conjunction with all the school policies with specific reference to the Accessibility Plan and the Disability Equality Act 2010.**

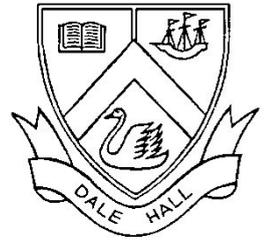
**The exclusions and behaviour policies should be read in conjunction with the SEND policy.**

**It is also appended by the school's SEN Information Report and a Frequently Asked Questions document, both of which are published on the school's website.**

**It will be regarded as a working document accessible to all members of staff and parents, which will be regularly discussed and reviewed.**

### **Inclusion Team**

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Inclusion Manager  
Inclusion Support  
Inclusion Governor

**Review**

This policy will be reviewed annually, and at any other time as may be necessary.

**Document History**

Date	Description
December 2014	Adopted at Governing Body meeting
10 January 2017	Inclusion Team updated. Re-adopted at Learning and Achievement Committee meeting.
17 November 2017	Names removed from Policy. Readopted at Governing Body meeting
20 November 2018	Readopted by the Learning and Achievement Committee Added a reference to crossrefer the exclusions, behaviour and SEND policies.
17 December 2019	Adopted at Governing Body meeting