

Great Dunham Primary School



Policy for Special Educational Needs and Disabilities

INFORMATION	Policy No.	
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Great Dunham Primary School
Special Educational Needs and Disability Policy

Aim

Our school aims to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of the individual. We recognise that there is a continuum of Special Educational Needs including the exceptionally able.

At Great Dunham Primary, children identified as having a special educational need take part in all the regular activities, in so far as is reasonably practicable and as long as this is compatible with:

- the pupil receiving the special educational provision which his or her learning difficulty or disability calls for;
- the provision of efficient education for the pupils with whom he or she will be educated;
- the efficient use of resources.

In meeting these needs, the school will always have regard for the SEN Code of Practice.

Objectives

We hope to meet our aim by:

- ensuring that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- ensuring that the needs of pupils with SEND are identified early, assessed, provided for and regularly reviewed – a graduated response
- ensuring that all pupils with SEND are offered access to a broad, balanced and relevant curriculum including the Early Years Foundation Stage and the National Curriculum as appropriate
- ensuring that pupils make progress in line with prior attainment
- working in partnership with parents to enable them to make an active contribution to the education of their child
- actively seeking and including the wishes of the pupil
- working collaboratively with external agencies
- having regard for the school's vision and mission statements and the school's policies for Equal Opportunities, Equality, Behaviour and Discipline
- ensuring all practice is compliant with the SEN Code of Practice (2014) and the Disability Discrimination Act.

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Definition of Special Educational Needs

The SEN Code of Practice (2014) defines a Special Educational Need as:

‘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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **has a significantly greater difficulty in learning than the majority of others the same age, or**
- **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’**

The role of the SEND Co-ordinator

The SENDCo plays a key role in ‘determining the strategic development of SEN policy and provision in the school’ (COP 6.87)

In this school the role of SENDCo is undertaken by the Trust SEN lead.

The COP (6.89) summarises the role of the SENDCo:

‘The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching’.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school’s SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

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- being a key point of contact with external agencies, especially the local authority and its support services
- ensuring effective transition between education establishments through effective communication and planning, and to support parents and pupils through this process
- 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 SEN up to date

Special Needs Governor

The Governing Body has appointed one of its members to be responsible for overseeing provision for children with special educational needs within the school. The SEN Governor at Great Dunham Primary School is Leanne Elvin.

Provision of access for pupils with physical and sensory disabilities

Teaching areas in the main school are accessible to wheelchairs. There is a toilet accessible for wheelchair users near the school office. Handrails are positioned in this toilet. Where a sensory need has been identified, the school will endeavour to ensure that this need is met.

Identification, Assessment, Provision and Review

Great Dunham Primary School follows the 'assess, plan, do, review' approach when supporting pupils with special educational needs. This is completed and recorded through termly SEN Support plans.

Assess – Pupils progress is reviewed regularly to ensure support and intervention are matched to need, barriers to learning identified, and there is a clear picture of interventions and whether they are having the desired effect.

Plan – Class teachers must inform parents. They should agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour and set a clear date for review.

Do – The class teacher remains responsible for the pupil and must work closely with teaching assistants. Class teachers should monitor the effectiveness of the intervention, and liaise with the SENDCo if the pupil is not making the expected progress.

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Review – The class teacher should review the effectiveness of the support and interventions and their impact on pupil's progress in line with the agreed date.

Early identification is the most effective. Liaison with local pre-school providers enables the reception teacher to gather information that helps identify special needs at an early stage. Where this is the case, the SENDCo will meet with the parents/carers to discuss next steps as the pupil enters the Early Years.

In order for all pupils to achieve their potential, class teachers are expected to have;

- visual timetables displayed in the classroom,
- de-escalation script,
- regard for the effective use of technology to support individuals,
- resources to support multi-sensory teaching including;
 - Literacy - magnetic letters, individual whiteboards,
 - Numeracy - Numicon, bead strings, multi-link etc.

A pupil can be identified as having a special educational need at any point in their educational journey. If a pupil has been identified as having a special educational need that cannot be met through teaching alone, the SENDCo will meet with the parents/carers and any support will be planned through an SEN Support Plan. SEN Support Plans are reviewed at least termly and shared with parents. If additional funding or support is required, the SENDCo will submit an INDES (Identification of Needs in Educational Settings) form to the Local Authority. They will also submit costed provision maps and IPSEF (Inclusion and Provision Self Evaluation Framework) forms as part of partnership arrangements with the Local Authority.

All pupils have a portfolio of records which contains:

- National Curriculum records
- Annual reports
- Teacher assessments
- Significant pieces of work if appropriate

Pupil's identified as having special educational needs have a central file which contains:

- Copies of Support Plans
- Education Reports provided by outside agencies
- Health Reports
- Educational Health Care Plan (if applicable)

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- Record of meetings with parents

Looked After Children (who may also have SEN) have a central file which contains:

- LAC Reviews / PEPs

The school has developed its own format to record Support Plans. The pupil, parents/carers, the class teacher and the SENDCo have input into the Support Plans, and these are reviewed regularly. Targets are set based on the pupil's starting point, and are Specific, Measurable, Achievable, Realistic and Time bound (SMART). They can be reviewed at any time, although this should be at least termly.

A Provision Map, which is updated regularly, informs all staff of the pupils who have been identified as having a special educational need and are on the school SEN register. The SENDCo reviews this regularly and liaises with staff and parents. If adequate progress is made, the pupil will be removed from the SEN register, and continued to be monitored through the class teacher's assessments of progress against the National Curriculum. If necessary, information will be collected from external agencies.

Adequate progress can be defined as follows;

- the gap between the pupil and their peers has closed,
- the attainment gap is not widening,
- the pupil's learning behaviours have improved,
- full access to the National Curriculum is ensured,
- the pupils self-help, social and/or personal skills have improved,
- the pupils previous rate of progress has continued or improved,
- the pupils attainment is similar to that of their peers with the same attainment baseline, but may not be level with the attainment of the majority of their peers.

The school's Provision Map also identifies provision that is 'additional to or different from' for pupils with SEN together with interventions for 'focus' pupils to support progress.

Education, Health and Care Plans

If a pupil is not making progress, despite the use of all the resources available to the school, the decision may be made to initiate a multi-disciplinary assessment, where all the relevant services are invited to provide a record of the pupil's special educational needs and forward the information to the Local Authority. The request for an EHC assessment can be made by the SENDCo, or by parents/carers.

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The bodies involved include the school, parents and pupil. In addition, Educational Psychology service, Short Stay School for Norfolk, Speech and Language Therapy, Medical Services, Social Services and any other agencies currently supporting the pupil and their family may also be involved.

The Local Authority will assess the information and decide whether or not to issue an Education, Health and Care Plan. The time line for this process can be found on the Norfolk Local Offer website;

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans>

Partnership with parents

The school regards parent involvement in their child's education as being vital. This is especially true for those parents of children with special educational needs. We aim to involve parents at all stages, discussing, consulting and taking into account their wishes, feelings and knowledge of their child. Wherever appropriate, the child will also be consulted. Parents of pupils with SEN Support Plans will have an opportunity to discuss targets and progress each term with the Class teacher / and SENDCo.

Norfolk Parent Partnership offer advice and support for parents of children with Special Educational Needs. Information on this can be found here; www.norfolk.gov.uk/sen

Consideration of complaints

Our complaints procedure can be found on our website in the 'Complaints Policy'.

Documents to be read in conjunction with this policy:

Special educational needs and disability code of practice: 0 – 25 years, June 2014

Equality Act 2010

Reasonable adjustments for disabled pupils 2012

Supporting pupils with medical conditions Policy Feb 2016

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