

**Dane Ghyll Community School and Nursery**



**SEN policy**

**Date: February 2023**

**Review Date: February 2024**

Dane Ghyll Community School and Nursery are committed to meeting the special educational needs of all pupils and ensuring they make progress. In line with our mission statement it is essential that we:

- Enable children to gain the basic skills of literacy, numeracy and ICT.
- Provide a broad, balanced and sequential curriculum giving breadth of experience and variety of study methods.
- Give additional study for the more able and supportive help for those in need.
- Promote the child's intellectual and emotional well-being, by providing warm secure relationships with the adults in the school.
- Accept that all pupils are entitled to equal regard, just as they are entitled to equality of opportunity in learning.
- Promote the involvement of pupils' families in supporting the school objectives and the pupils' learning.
- Develop a caring community where children and adults learn respect and care for each other.
- Emphasise the positive achievements of pupils as individuals, and with others, both in school and in their outside activities.

### **Definitions**

The 2015 SEND Code of Practice states that:

‘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 if he/she:

- (a) Has a significantly greater difficulty in learning than the majority of others the same age: or
- (b) Has a disability which prevents or hinders him/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.

Though there is an overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs.

### **Areas of Special Educational Need**

The school will identify the four categories of SEND as set out in the SEND Code of Practice 2015 (Section 6.8)

**Communication and Interaction:** Speech, language and communication needs (SLCN) include those where children have difficulty in speaking and understanding. This will cover those with an autism spectrum disorder (ASD), including Asperger's Syndrome and Autism. Special Educational Needs and Disability Policy (SEND)

**Cognition and Learning:** This includes those children who learn at a slower pace than their peers even with appropriate differentiation. These needs include; moderate learning difficulties (MLD),

severe learning difficulties (SLD), difficulties with mobility and communication through to profound and moderate learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties; Specific learning difficulties (SpLD) which affect one or more aspects of learning, eg dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties:** This category encompasses a wide range of social and emotional difficulties, including underlying mental health difficulty such as anxiety and depression. This will cover those children who: become withdrawn and isolated, display challenging, disruptive or disturbing behaviour; other disorders including: attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) and attachment disorder (AD). We work closely with our trained SERIS worker Mrs Gawne who supports many of these children.

**Sensory or Physical Needs:** Some children require special educational provision because they have a disability which prevents or restricts their use of educational facilities provided generally within the school. These include: Visual impairment (VI), Hearing impairment (HI) , Multi-sensory impairment (MSI) and Physical ability (PD) requiring on-going support and equipment to access all the opportunities available

Needs are identified in order to determine what action the school needs to take, not to fit the children into a category. Children can have needs in more than one area.

### **Legal Framework**

To make this provision, this policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014
- Health and Social Care Act 2012
- The Equality Act 2010
- The Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0 – 25
- Supporting children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

These documents are readily available online, and can be sent home if required.

### **Aims**

We aim to:

- Ensure that all pupils with SEN, whether, physical, intellectual, social, emotional or behavioural, receive appropriate, differential educational needs.
- Ensure good working relationships with parents, carers and the community. Encourage parents/guardians to join us in planning and supporting at all stages of their child's development
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored. Involve all teaching and non-teaching staff in planning and meeting the learning needs of special educational needs pupils.

- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Promote individual confidence and positive attitude. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- Enable every child to experience success
- Make effective use of support services when available. Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

Promote collective responsibility between the parents, the school and outside agencies in supporting the children's needs

### **Admissions**

No pupil will be refused admission to school on the basis of his or her special education need. In line with SEN and disability legislation, we will make all reasonable adjustments to provide effective educational provision. We welcome applications for admission from parents of children with mobility difficulties. If an admission is appropriate, the school alongside the MAAT will make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

### **Management of SEND within the school**

Mrs Brimelow is our acting SENCO for the school and Mrs Rice in our SENCO for the Nursery. Mrs Lourie is the governor for SEND at Dane Ghyll.

All school staff have responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching, creating an inclusive classroom with differentiation and personalisation to meet the needs of all their pupils, including those with SEND. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). Adults in school show a positive and sensitive attitude towards all pupils; while support is deployed to meet individual needs, the skills to develop independence are also fostered. All staff are encouraged to attend courses and engage in training that help them to acquire the skills and expertise needed to help them overcome individual barriers to learning.

In school our SENCOs:

- Overcome the day-to-day operation of the policy.
- Co-ordinate the provision for and manage the responses to children's special needs
- Advise on the graduated approach to providing SEND support
- Support colleagues.
- Oversee the records of all children with SEND, in conjunction with class teachers
- Liase with parents with children with SEND, in conjunction with class teachers
- Act as link with external agencies and other support agencies
- Monitor and evaluate the special educational needs provision and report to the governing body regularly.
- Contribute to the professional development of all staff

## **Identification, assessment and review**

We recognise that the identification of a child's need can be made by a number of people including a GP, Health Visitor, Nursery or Preschool Practitioner, Teacher and Parent.

The school can be made aware of a child's need in a number of different ways e.g.

- through formal and informal teacher observations
- by assessing against National Curriculum criteria
- formal testing procedures

At Dane Ghyll the stages for SEN are: Identification, Assessment, Reviews. Please see below for our stages of identification.

## **On Entry**

Some children are identified as having SEND when they are first admitted to the school

## **Teacher Referral**

If a teacher has a concern about a child they will discuss it with the parents. The teacher is responsible at this stage for differentiating the curriculum and making classroom based provision e.g. allocating some adult time to provide support.

## **Curriculum and assessment monitoring**

The curriculum co-ordinators and the assessment co-ordinator will monitor the attainment and progress of pupils with special educational needs as part of their role. They will ensure that the SENCOs are kept fully informed if they have a concern.

## **How a child is placed on our SEN register**

If a child's performance is causing concern and they fail to make adequate progress the school will discuss concerns with parents. Then with parental agreement, and if school deems it necessary, the child will be placed on the SEN register and begin the Early Help process.

Care will be taken to ensure that any lack of progress is due to special needs and not underachievement or due to attendance.

## **Movement between stages on our SEN register**

If a pupil fails to make adequate progress despite the support of the Early Help *which must be in place over a period of 6 months* then outside advice will be sought on how to best meet the additional needs of the child. Another period of time must then follow, after advice from a specialist to allow 2 cycles of 'assess, plan, do, review'. 11 hours of 1:1 support for the child must be provided by the school. The SEN register will be reviewed at least three times a year. Children will exit the register when there is sufficient evidence to show that they are making the targeted progress from their starting point, this will be discussed with parents at this point.

## **IEP (Individual Education Plans) reviews (timescales)**

IEPs will be reviewed regularly and parents will be invited to discuss progress at regular parents' evening with the SENCO invited if needed. If they are unable to attend then a copy of the new IEP will be sent home and the parent's views will be welcomed. At SEN support level 1 the school will review IEPs during the Autumn, Spring and Summer term, for SEN support level 2 this will be at least termly, more often when necessary.

### **EHCP Reviews**

If a child has an EHCP the school will follow its recommendations and employ relevant specialist teacher assistance. Targets will be set at annual reviews for the year, and these will be broken down into smaller steps in each termly IEP. IEP targets will cover statement/EHCP objectives and will be reviewed as often as necessary.

### **Curriculum**

Children with SEN are expected to still access the full curriculum at a level appropriate to their level of difficulty.

- All children access Wave 1(Quality First Teaching with appropriate differentiation).
- Children on SEN register will access Wave 2 interventions in literacy/numeracy as appropriate. (E.g 123maths, NESSY).
- Children on SEN register with outside agency involvement and with EHCPs will access Wave 3 provision- individual programmes of work.

Withdrawal will take place when working with specialist teachers at appropriate times, but the majority of support will remain in class situation.

IEPs will be written to link closely with the area of difficulty in the curriculum being followed. Appropriate resources will be made available.

Progress of children with SEND is monitored closely at a minimum of at least termly along with progress of all other children, and the effectiveness of provision evaluated accordingly. Tapestry is used to record observations of our children with an EHCP against SEND targets.

### **Access to the full life of the School.**

At Dane Ghyll, children with SEN are expected and encouraged to have access to the full life of the school. Staff will make all reasonable adjustments necessary to enable children with SEN to be able to take part in:

- Trips
- Clubs
- Swimming
- School teams
- Musical productions
- Sport
- Homework
- Residential Visits

## **Complaints**

Should a parent/carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the class teacher will refer the matter to the SENCO or Headteacher.

If the Headteacher is unable to resolve the difficulty, the concerns should then be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

## **Training**

All staff are entitled to training and support for all children with identified SEND within their care. All staff are encouraged to maintain and develop their quality of teaching and provision, responding to the strengths and needs of the pupils within their care. Staff will be kept up to date informally by the SENCO and formally at staff meetings and training opportunities.

The SENCO and Headteacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop their skills through attendance at specialist training, discussions with outside specialists and reading. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and SENCO.

The English and Maths co-ordinators will liaise with the SENCOs, and ensure that provision for children with SEN is made in their subjects, through lesson observations, work sampling and pupil discussions.

The Assessment co-ordinator will work with the SENCOs/Head to analyse data and ensure that children with SEN are targeted and make good progress.

## **Outside Agencies Including Health Services**

We work with a variety of other professionals to ensure good provision for children with SEN. These include staff from:

- Education services – Advisers, specialist teachers.
- Health services – nurse, doctor, Occupational Therapist, Speech and Language Therapist ,  
Physiotherapist, Child Psychologist
- Social Services
- Action for Children

## **Partnership with Parents and Pupils**

We believe that parents have a critical role in their children's education. We actively seek to work with parents and value the contribution they make. Class teachers liaise closely with parents and are the first point of contact when concerns arise. There are meetings to share the progress of children with their parents and teaching assistants are also actively involved in sharing their success. Parents are always informed so permission can be granted for any outside intervention in their children's education.

Parents of pupils identified as having special needs may contact the SENDIAS for independent support and advice. The SENCO will provide further details and contact information when requested and this information is available on our website.

Pupil voice will be used when reviewing their own learning and taken in to consideration. When possible, pupils should contribute to discussions about choice of schools, contribution to the assessment of their needs and, where applicable, their annual reviews and transition processes.

### **Transition**

Smooth transition from Nursery settings to Primary and from Primary to Secondary school is vital.

We aim to attend all transition reviews and where applicable, invite secondary SENCOs, to facilitate continuity and progression of curriculum provision. Appropriate resources and interventions are made available to these pupils to prepare them for these transitions.

In the Summer term, parents will be given the opportunity to meet with current class teachers and new class teachers in order to provide a smooth transition.

### **Assessment, Monitoring and Review**

Early identification of special educational needs is vital. Our in-school assessment procedures allow teachers to be alerted to any particular difficulties experience by children, some of whom may have SEN. This is an on-going process.

The school will undertake a number of monitoring activities of the quality of provision including pupil progress, effectiveness of interventions and quality of teaching. This work will take place as part of the school's overall policy for monitoring and evaluation. The policy action plan will also be reviewed annually as part of the school's self-evaluation processes.

It is the responsibility of the Headteacher to ensure the objectives of the SEN policy are reflected in the school development plan and that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.

It is the responsibility of the SENCO to monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEND. In addition, the SENCO must monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.

This will be done through:

- Medium and short term planning scrutiny
- Classroom observations
- Monitoring of IEPs
- SEN meetings with teachers to review existing IEPs