



Deanwood Primary School

SEN and Disability Provision Policy

Policy Scope: Deanwood Primary School

Responsibility: Local Academy Board

Review Frequency: Annual

Review Date: December 2024

The Local Academy Board of Deanwood Primary School adopted this policy in December 2023.

Signed by D Giles, Chair of Governors

A handwritten signature in black ink, appearing to read "D Giles", is written over a horizontal line.

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Introduction

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

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At Deanwood School, we work with children with a wide range of educational needs.

Aims

- We aim to provide every child with a broad, balanced and challenging curriculum; we promote the ethos of excellence and enjoyment.
- Our aim is to assist in the all-round development of the child - intellectually, spiritually, emotionally, socially and physically.
- We recognise the importance of the child being aware of the need to be healthy and stay safe.

We aim to provide a curriculum which is accessible to the individual needs of our children and recognise that some pupils may need additional support, strategies or materials to access the curriculum.

- We will ensure that the needs of children are identified and that intervention for pupils is reviewed regularly.
- We will work in partnership with parents /carers valuing their views and keeping them fully involved with their child's education.
- We will make every effort to involve the child in decision making about their additional education provision.
- We will actively support the establishment and maintenance of close links with all agencies working with the child.
- We recognise the positive contribution that all our pupils make to the school community.
- We are committed to ensuring an ease of transfer between pre-school/playgroup and KS1/KS2 school transition. In addition, an ease of transfer for children joining the school or moving to new schools.
- We will seek advice and support from specialist provision.

Definition of special educational needs and disability (SEND)

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 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 of 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 four areas of need are communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical.

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A child must not be regarded as having a learning need solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Educational Provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Principles and Procedures

The framework for supporting pupils with special educational needs is provided by the Code of Practice. Medway authority have a duty to “pay due regard” to the code.

Deanwood School recognises that:

- The needs of all pupils who may have special educational needs either throughout or at any time during their school careers must be addressed.
- There is a continuum of needs and a continuum of provision which may be in a variety of different forms.
- Children with special educational needs require the greatest possible access to a broad and balanced education, including the National Curriculum.
- The views of the child should be sought and taken into account.
- The knowledge, views, experiences and wishes of parents/carers are vital.
- Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents/carers and their children and schools, LAs and other agencies.
- All children with special educational needs should be identified and assessed as early as possible and as quickly as is consistent with thoroughness.
- All teachers are teachers of children with special educational needs and will seek to meet the needs of the children, wherever possible, within their normal teaching.
- The need to ensure the annual review of the educational provision arranged for the child and the updating and monitoring of educational targets.
- The school will endeavour to provide equal opportunities to access the National Curriculum, with positive expectations of the children in an encouraging atmosphere.

The Role of the Special Educational Needs Coordinator

Lizzie Russell is the school’s Special Educational Needs Co-ordinator. She is a qualified teacher and has completed the National Award for SEN Co-ordination. Staff, parents/carers or governors can approach her on issues regarding provision for children with special educational needs.

The role entails:

- Overseeing the day-to-day operation of the school’s Special Educational Needs Policy.
- Liaising with Class Teachers and Teaching Assistants
- Liaising with Outside Support agencies regarding programmes and provision for pupils with special educational needs, such as Paediatricians, Educational Psychologists, Speech Therapists, Occupational Therapists, School Nurse, Health Visitor, Social Services etc.
- Co-ordinating the provision for children with special educational needs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.

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- Liaising with pre-schools, other mainstream schools and schools offering specialist provision for pupils with special educational needs.
- Working with groups of children with specific needs
- Reviewing the provisions in place for children with special educational needs

Resources

The Governors, Head of School/Special Educational Needs Co-ordinator will determine the appropriate allocation of resources (staffing and physical resources) following the collation of needs.

The budget for SEND support will be set in line with funding from the LA. It will determine:

- Staffing - teachers, TA's time
- Funds available for resources

The provision being provided for pupils will be clearly documented in the class provision map. The provision map will give details of how resources are being deployed in our school e.g. specific materials required for pupils, the amount of individual or group support pupils are receiving, the outside agency support received. Teachers meet with parents of children in receipt of SEND support 3 times a year to share information about how their children's needs are being met in school.

The school has been modified for pupils with physical disabilities with ramps, handrails and a disabled toilet. The school has an Accessibility Plan to identify future developments to improve access to all users of the school.

Identification

This may happen in a variety of ways:

- The Class Teacher will initiate identification when, although the teaching style has been differentiated and strategies are in place, the pupil is not progressing satisfactorily and the gap between a child and their peers continues to increase.
- Parents/carers may have noted some specific needs or stress/ anxiety that a child is showing at home.
- Parents/carers may have concerns before a pupil starts school. This information is shared with the Class Teacher, Special Educational Needs Co-ordinator and Head of School prior to the child beginning at the school.
- Information provided by health professionals e.g. Health Visitors, School Nurse indicates a pupil may have special needs.
- The Pre-school provision identifies a pupil may have difficulties.
- Observations are made by the Special Educational Needs Co-ordinator/Class Teacher/Educational Psychologist/Speech Therapist/Occupational Therapist/Outreach Support and a pupil's need assessed.
- Assessments from outside agencies such as Occupational Therapist/Physiotherapist/Speech Therapist show some special educational needs.

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Addressing the Needs of Pupils

Some pupils will initially be placed on the school's list of vulnerable children at a monitoring level of need - the learner's progress will be assessed, additional tests, observations and assessments may be carried out.

When a pupil is identified as needing help because they are not making adequate progress, it is recognised that they need something additional and different from that provided as part of the usual curriculum. The assessments made will be used to determine the type of help a pupil may need. Provision will be identified and specific targets set.

This is called SEND Support and at this school can consist of eg:

- A learner needing a different way of teaching certain things with work broken down into smaller stages.
- The use of special equipment or additional materials. e.g. a sloping desk/ triangular pencil
- Additional help from the teacher or Teaching Assistant in a small group or some individual help.
- Access to a particular group or individual activities e.g. motor skills group/social communication group.

Additional help may be sought from outside agencies and an intervention put in place as a result of this. Triggers for this intervention might be:

- Little or no progress in specific areas that require Educational Psychologist support.
- Emotional or behaviour difficulties that require advice from a Community Paediatrician.
- Sensory or physical needs that require specialist advice.
- Difficulties with speech sounds or language comprehension triggering support from a Speech and Language therapist.

The agencies available to support pupils include:

- Educational Psychologist
- AAP
- Physiotherapist
- Occupational Therapist
- Marlborough Outreach Team
- Community Health- Paediatrician/ School Nurse
- Sensory Impaired Service
- Speech and Language Service
- Social Services
- Bradfields Outreach (Fortis Trust)

In a few cases, the Local Authority (LA) will have to make a detailed investigation to find out what a child's special needs are and what special help is needed. This is called a **statutory assessment**. Very few children need a statutory assessment. If the LA decides that a child needs help, they write an Education, Health and Care Plan. This sets out all a child's needs and additional help that a child needs.

When pupils have severe needs, advice is actively sought from specialist settings e.g. Fortis Trust.

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Monitoring and Recording

There are 4 stages in the monitoring of children with special educational needs:

1. Continuous monitoring of work, progress and behaviour by the class teacher.
2. Termly reviews of each child through Pupil Progress Meetings.
3. Termly reviews of children on the SEND register as well as any others causing concern at SEND Progress Meetings.
4. In School Reviews held three times a year involving the Head of School, the school Special Educational Needs Co-ordinator, the class teacher, the Educational Psychologist and any outside agencies involved with a specific child.

SEND Targets

Pupils that are at SEND Support or have an Education Health and Care Plan in place will have specific targets set. Parents will receive a copy of the targets and specific details of the provision will be detailed on the class provision map.

Targets will be set every other term and parents/carers will be welcomed to give their contributions to this process. Targets and reviews are discussed with the Class Teacher at SEND consultations 3 times a year.

If, despite support through the provision of SEND targets, a child continues to not make progress, a School Based Support Plan may be set up. The School Based Support Plan takes into account the views of the child, parents/carers and school and sets very specific targets which are reviewed approximately every 6 weeks. If, despite this provision, progress continues to be minimal, an application for an Education Health and Care Plan may be triggered.

Children with an Education Health and Care Plan provided by the LA are subject to a person-centred annual review with contributions from the school, the parents, the child and any other persons involved with the education and well-being of the child. The review is initiated by the LA who also conclude the process by considering a review report and any recommendations prepared by the school. They then make their own recommendations which they send to the school, the child's parents/carers and all those invited to the review meeting.

In-class support is co-ordinated by the Special Educational Needs Co-ordinator in conjunction with the Class Teacher. Each child is considered individually. If the planning strategies appear to be inappropriate, then they will be varied as the need arises. Responsibility for such strategies lies with the Class Teacher in consultation with the Special Educational Needs Co-ordinator, who monitors the strategies employed through a termly review of the class provision map.

The In School Review (ISR)

The In School Review meeting is held 3 times a year between staff in the school and the outside agencies. A typical meeting could include the child's Class Teacher, Special Educational Needs Co-ordinator, Headteacher, Teaching Assistants, an Educational Psychologist and Attendance Advisory Practitioner. The meeting may sometimes include the School Nurse, a Speech and Language Therapist, Health Visitor and Community Health Paediatrician.

Parents/carers will be notified of the date of the meeting and if their child is to be discussed.

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Usually the parents/carers would not be expected to attend the meeting although parents/carers views are asked for prior to the meeting. The Special Educational Needs Co-ordinator writes to the parents/carers following the meeting and informs them of the agreed actions. If parents/carers require a meeting following this, it can be requested.

Planning Work for Children with Special Educational Needs

The curriculum is planned to meet the known individual needs of all children with all work across the curriculum being carefully differentiated to ensure that appropriate expectations are made for all pupils. The curriculum is further differentiated on a short-term basis to meet specific pupil needs. Pupils will have access to work at foundation stage and National Curriculum levels as appropriate. Pupils with special educational needs may need additional materials or personnel to enable them to access the curriculum.

Integration Arrangements

The school ensures that pupils with special educational needs join in all the activities of the school with other pupils. This applies so far as it is reasonably practical and compatible with the child's difficulties, the efficient education of the other children in the school and the efficient use of resources. Reasonable adjustments will be made.

We aim to include all children in the school by fostering supportive friendships and promoting children's self worth. Pupils are encouraged to celebrate achievements and recognise the achievements of others. Every child matters and is important in our school community.

Complaints Procedure

Parents'/carers' views are listened to and the school intends to deal with parents/carers' concerns and complaints in a positive way by taking them seriously and endeavouring to be fair.

If a parent/carer of a child with special educational needs is dissatisfied with any aspect of the provision made for their child, they should adopt the following complaints procedure in the stated order:

1. Raise the matter with the class teacher.
2. Refer the matter to the school's Special Educational Needs Co-ordinator.
3. Consult the Headteacher.
5. Refer the matter to the school Governing Body.

If the child is the subject of an Education, Health and Care Plan then, after following the above procedure, complaints should be directed to an SEND Officer at the LA Education Office.

The Training of Staff in Relation to Special Educational Needs

- The Special Educational Needs Co-ordinator attends courses relating to SEND.
- The Special Educational Needs Co-ordinator may attend regional meetings and discussion groups with other Special Educational Needs Co-ordinators in our consortium.
- The Special Educational Needs Co-ordinator arranges SEND training in school, encouraging attendance at courses relevant to needs in school and arranging training in school. Specific training needs are identified on the school development plan.
- TAs are asked each year for their particular training needs relevant to SEND.

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- TAs are encouraged to visit other schools when relevant to pupils needs. e.g. Danecourt Special School
- The SEND Governor may attend courses specific to SEND throughout the year.

The Role Played by Parents of Pupils with Special Educational Needs

We aim to work in partnership with parents/carers. We welcome parents/carers who wish to make an appointment to see the Special Educational Needs Co-ordinator, Class Teacher, Headteacher, as well as specific parents meeting times throughout the year.

Parents/carers receive written communication concerning SEND issues as well as the opportunity to have a face-to-face meeting with school staff at least 3 times a year. Communication via the school/home contact book is encouraged.

Parents of pupils with SEND are encouraged to join parent support groups.

We are aware of the needs of all parents/carers to access information and for parents for whom English is a second language or parents/carers with additional needs (visual difficulties etc.) further meetings to verbally explain pupil progress can be arranged as necessary.

Links with Outside Agencies

The school recognises that the effective implementation of the school-based stages of assessment and provision will be possible only if the school creates positive working relationships with parents/carers, pupils, the health services and the local authority social services department, as well as with LA and any other provider of support services needed for a particular child.

The school is able to obtain support from the following sources:

- Educational Psychology Service
- AAP
- Sensory Services (for pupils with visual, hearing or physical difficulties)
- Language Support Services
- School Medical Team (nurse and health visitors)
- Social Services
- Speech and Language therapists
- Counsellor
- Occupational therapists
- Specialist settings eg: Marlborough centre

Transition Arrangements

There is close liaison between the Primary and Secondary schools so that children can experience continuation and adequate procedures are started as soon as possible. Opportunities are made each year for children in Year 6 to visit their chosen secondary schools. Staff from secondary schools also visit and meet with Year 6 children and staff during their final term at Deanwood School. All relevant paperwork will be passed to the receiving secondary school and, if it is deemed to be necessary, the Special Educational Needs Co-ordinator will contact the Special Educational Needs Co-ordinator at the receiving secondary school during the child's final term at Deanwood.