



## **Special Educational Needs and Disabilities (SEND) Policy for Dussindale Primary School 2020-21**

**Reviewed 15/9/20 by Sarah Dorling (SENCO)**

**Approved by Governors**

**Review Autumn Term 2021**

### **Special Educational Needs and Disability Policy 2020-21**

#### **Introduction**

This SEN Policy works alongside and in conjunction with the Norfolk, Partnership and school's local offers, and various other school policies, for example Accessibility, Attendance, Behaviour and the Pupil Premium Statement, and is embedded in the Teaching and Learning Framework of the school.

At Dussindale Primary we are committed to working together with all members of our school community. If you have a query or concern regarding SEN provision please contact:

- Headteacher-Louise Norgate
- SENCo-Sarah Dorling
- Inclusion Manager/Deputy Head -Sally Bailey
- Governor with responsibility for SEND-Peter Harwood

#### **Our Approach to Teaching Learners with SEND**

Dussindale Primary is an inclusive school. We are committed to ensuring that every pupil is given an equality of opportunity to develop socially, to learn and to be a part of the school community. Provision for children with special educational needs is the responsibility of the Governing Body, the Head teacher, the SENCO and all other members of staff.

*All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.*

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of the children.

The school will work in close collaboration with parents in order to achieve successful outcomes for all children.

The school uses a 'graduated' response to identifying and planning for special educational needs.

### **How are SEN-D needs identified through the graduated response?**

For some children SEN-D is identified at an early age, for example through parental concerns, a health professional or a pre-school setting. However, for other children and young people, difficulties become evident only as they develop.

At Dussindale Primary School we work closely with parents /carers and professionals supporting the child, prior to admission for children with existing SEN-D, to ensure a smooth transition, and to provide early support to overcome potential barriers to learning.

Following admission to school, children are identified as having SEN-D in a variety of ways, including the following:

- *The child may be performing below age expected levels despite appropriate interventions.*
- *Staff are trained to recognise signs of SEN-D, for example Autistic Spectrum Condition, ADHD, Dyslexia.*
- *Concerns may be raised by the teacher: for example, behaviour or self-esteem is affecting performance.*
- *Staff use in-house screening tools/assessments, for example for the identification of specific learning difficulties like Dyslexia.*

School staff will work closely with parents/carers to build a holistic picture of the child's needs, so that appropriate support can be put in place; this may

involve referrals (with parental consent) to other health/education professionals.

### **STEP 1-Differentiated work**

Some pupils experience delay in their learning and are not making expected progress for a variety of reasons. Some children may have been absent from school, have attended lots of different schools and not had a consistent opportunity to learn, may have English as an additional language or have a social or emotional need arising from a situation in their life which may impact on their development.

Pupils will have differentiated work prepared for them by their class teacher and a range of strategies will be tried in order to remove barriers to learning. Progress at this stage will be tracked three times per year by the schools tracking systems, as with all children.

### **STEP 2-Interventions**

If the child does not make progress the next step will be to review the effectiveness of these strategies in conjunction with the Inclusion Manager. The review may lead to the conclusion that the pupil requires support that is additional to and different from the curriculum available for the majority of children of their age. Specific interventions/booster sessions will be arranged and monitored by the Inclusion Manager in collaboration with the class teacher. The outcomes of the interventions will help to establish whether or not there are special educational needs which are contributing to the delay, or whether there are other barriers to learning, in the following areas:

- Communication and Interaction (Speech and Language)
- Cognition and Learning (e.g. English and Maths)
- Social, Mental and Emotional Health
- Sensory and Physical

At Dussindale we focus on early identification. It is to be expected that there will be more intensive support in the earlier years, with higher numbers of interventions which should be reduced later on.

The greatest success is achieved where school and family work together during the period of intervention; by working together a more holistic picture of the

child's needs is created to inform the next steps. If the short-term interventions fail to have significant impact on narrowing the gap for children falling behind we move to Step 3.

### **STEP 3-Identification of Special Educational Needs**

*"A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.*

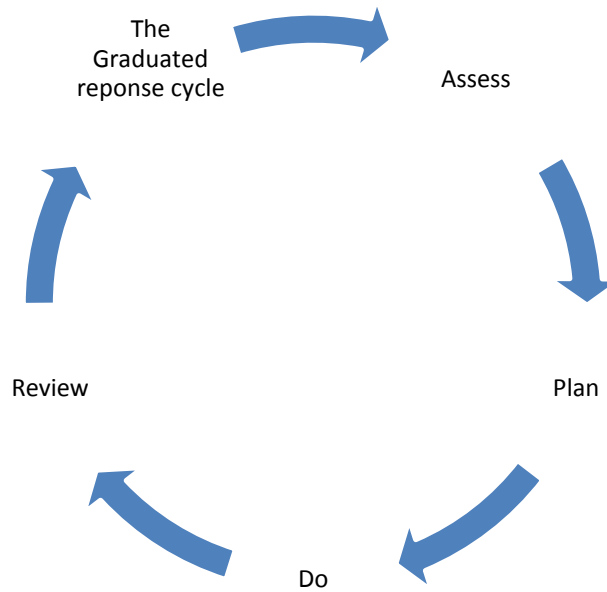
*Children have a learning difficulty if they:*

- a) Have a significantly greater difficulty in learning than the majority of children of the same age;*
- b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;*

The Equality Act 2010 places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

### **How the school evaluates the effectiveness of its SEN-D Provision**

Once a potential special educational need is identified; a four part cycle is used to put effective support in place:



### **1. Assess**

Where barriers to learning persist, there needs to be a clear analysis and assessment of the child's needs which is regularly reviewed. When SEN support is put into place the teacher, the pupil, the parents and SENCO will be involved. Trained staff can administer specific in-house screening assessments; however, if appropriate, specialist services will be called upon to assess a child's needs. Parents/carers will be asked to sign an information sharing form to ensure effective communication between all of the professionals in order to achieve the best outcomes for the child.

### **2. Plan**

A provision plan (outlining specific support) will be created and followed by all adults coming into active learning situations with the child. Specialist Services and teachers with additional specialist qualifications may provide specific interventions or strategies to be followed.

### **3. Do**

The class or subject teacher remains responsible for ensuring the child receives the appropriate provision. Where interventions involve group or one- to- one teaching away from the main class teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. As well as monitoring interventions, the SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **4. Review**

Where a pupil is receiving SEN support the school will contact parents and speak to pupils at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. Individual pupil progress at SEN Support Level will be intensively monitored by the class teacher and SENCO.

### **Formal Assessment/Education,Health and Care Plans**

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan (EHCP) will be started by the SENCO in conjunction with the parents/carers and other specialist services, following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority. Details of these arrangements are available from the SENCO at the school.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

## **Monitoring Provision for Children with SEND**

The SENCo has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEND, including those with EHCPs.

Regular meetings are held between the SENCo , Inclusion Manager/Deputy and Headteacher to review provision and allocate support.

Termly reports are sent to the Governors, giving information about SEND within the school.

## **Complaints Procedure**

If any parent feels dissatisfied with the arrangements for or the treatment of their child who has SEND, they should first contact their child's class teacher. The Inclusion Manager Sally Bailey or SENCo Sarah Dorling can provide additional information about specific SEND support or interventions. Our Governor with responsibility for SEND is Peter Harwood.

The SEND Policy is part of the Norfolk Local Offer for learners with Special Educational Needs and Disability. (SEND) The local offer is where Norfolk sets out what is available for 0-25 year olds with SEND. For more information about the Norfolk Local offer please go to [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer).

All governing bodies of maintained schools and nursery's and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. Our school website can be found at [www.dussindaleprimary.co.uk](http://www.dussindaleprimary.co.uk) The information published must be updated annually and be in line with the SEND Code of Practice. The required information is set out in the SEND regulations which can be found at [www.gov.uk/dfe](http://www.gov.uk/dfe)

**This policy was agreed by Governors**

**Signed -----**

**Date 15th September 2020**

**Review Date: Autumn Term 2021**

