

## LEARNING & INCLUSION SERVICES GUIDANCE

### SEN and Disability Policy (A framework for schools / academies to use in developing their SEND policy)

Responsible Officer	Contact Details
Richard Marchant Senior Advisor, Physical and Medical Needs (Specialist Teaching and Advice)	Tel: 01305 224063 e-mail: <a href="mailto:r.marchant@dorsetcc.gov.uk">r.marchant@dorsetcc.gov.uk</a>

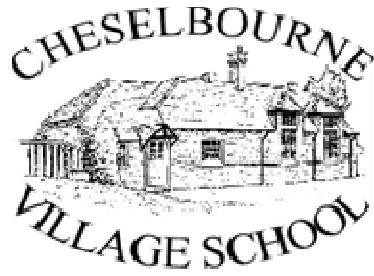
Date: December 2014

*This model policy has been structured based upon the SEND Code of Practice – July 2014, the SEND Regulations (2014 No. 1530), and follows the advice provided by NASEN. Most sections are generic but some require schools / academies to add details specific and pertinent to each establishment.*

*Further advice and sections where further information is to be added is presented in **BLUE**.*

*The school has a legal duty to publish the SEN Policy on its website together with SEN Information, and a link to Local Offer information contained on Dorset's Family Information Directory held within the Dorset for You website. The SEN Policy, as with all other policies, should also be available as a hard copy upon application to your School Office.*

*It is of paramount importance for the school to take ownership of this policy and to tailor it to other information (e.g. Local Offer) already published.*



## Cheselbourne Village School

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Cheselbourne Village School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Mr R Duffin, 01258 837306. This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND provision for children/young people at Cheselbourne Village School is: Mr R Duffin, 01258 837306.

The Governor with oversight of the arrangements for SEN and disability is: Rev A Monds, tony.monds@btinternet.com.

This policy was developed in conjunction with:  
**The Governing Body**

### AIMS AND OBJECTIVES

Cheselbourne Village School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

We want children to receive appropriate support so that they can access the curriculum at their level and make excellent progress.

#### AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self esteem.
- To provide access to and progression within the curriculum.

- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

## OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

## ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Cheselbourne Village School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

We do this carefully monitoring children's needs and providing precise support through intervention strategies and targeted support.

The SENCO ensures that children's needs are met and that staff and resources are carefully deployed.

## ADMISSION ARRANGEMENTS

Cheselbourne Village School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Cheselbourne Village School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Cheselbourne Village School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website. [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer).

## FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

## SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Cheselbourne Village School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

Careful tracking of children's progress, Dyslexia screening by a TA. Access to the SENSS team.

Learning needs are managed either by using additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers **must** be informed in writing that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and

expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children – not applicable at this time but may be in the future.
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

## **MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEND and or a disability, Cheselbourne Village School adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

SEND children are identified in Year 1 or late in Reception year. Discussion between the SENCO and teacher will ensure that an IEP is written to support the child. This and the child's tracking of progress will check that interventions are correctly targeted. IEPs are reviewed every 6 months formally but more often informally. Support of TAs and staff is decided by the SENCO and HT. Higher needs children will be referred to the SENSS team or other agencies. Parents will always be informed of outcomes and progress.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

Staff monitor the SEN provision and in consultation with other agencies, parents and the SENCO/HT decide when and how children will move off the register.

## **COMING OFF THE SEND RECORD**

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local

authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Cheselbourne Village School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Cheselbourne Village School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Cheselbourne Village School policy on "Supporting children at school with medical conditions".)

## **TRANSITION ARRANGEMENTS**

Cheselbourne Village School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Children who arrive at school with SEN needs (eg Speech and Language) will be assimilated onto the SEN register on entry. These needs will be reviewed as they progress through the school. Children leaving in Year 4 will have their needs discussed with the new school and records handed on.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The SENCO will provide information on specific needs for new staff.

Schools need to indicate where the SENCO will network for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The SEND Governor may undertake training if this is deemed necessary.

## **SEN INFORMATION**

Cheselbourne Village School presents its SEN information in three ways:

- i. by information placed on the school website which can be found on [www.cheselbourne.dorset.sch.uk](http://www.cheselbourne.dorset.sch.uk)
- ii. by following the link from the school website to the local authority's Local Offer website. [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer);
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## **ACCESSIBILITY**

Cheselbourne Village School publishes its Accessibility Plan on the school website; this information can be found [www.cheselbourne.dorset.sch.uk](http://www.cheselbourne.dorset.sch.uk) Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer).

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Cheselbourne Village School publishes its Complaints Policy on the school website; this information can be found [www.cheselbourne.dorset.sch.uk](http://www.cheselbourne.dorset.sch.uk).

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually by the Governing Body.