



SHERBORNE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*January 2015*), 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 (*January 2015*)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher, Mr Ian Bartle, has overall responsibility for Special Educational Needs and Disability in Sherborne Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Mrs Stephanie Beatson. This person is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is: Mrs Natalie Gray.

This policy was developed in conjunction with: staff and governors.

AIMS AND OBJECTIVES

Sherborne Primary 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.

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 and parents 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, 2015
- 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 Sherborne Primary School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The SENCo is also responsible and the designated member of staff to support children from vulnerable groups, e.g. Children in Need, children on a Children Protection Plan, LAC, and Pupil Premium.

ADMISSION ARRANGEMENTS

Sherborne Primary 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 Sherborne Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Sherborne Primary 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.

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 2017 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.

The school has a range of specialist SEND facilities in place.

- Physical environments e.g. wheelchair access, acoustic tiling, and wheelchair accessible toilets and changing facilities
- Increased access to the curriculum and assistance during examinations

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 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 Special Educational Needs plans match personal learning requirements.

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

- SEN Planning Meetings;
- tracking information on SPTO;
- standardised tests;
- EP discussions;
- parent / carer involvement;
- multi-agency recommendations;
- and medical information

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 that special educational provision is being made. This is done in writing.

The Head and 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.

Some examples of other influences upon progress:

- Family issues
- Unresolved medical issues
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, Sherborne Primary School adopts a process of "Assess, Plan, Do, Review"; known as our SEN Support Meetings. This method is detailed in the SEND Code of Practice: 0 to 25 (*January 2015*) 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.

The SENCo, class teacher, parents and other involved professionals will meet once per term to have an SEN Support Planning meeting. At this meeting children, parents and school have the opportunity to discuss their views about what is going well and where future support may be needed. Before the meeting ends all parties have a clear understanding of what their role is in supporting the child's learning and development.

Following this the SENCo directs the teacher or TA to complete a focused piece of work with the child. This is recorded on a provision plan.

The teacher or TA keeps a running record of the work and may write a case study of this intervention as additional evidence of progress.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Learning and development is reviewed termly at the SEN Support meetings with parents and other professionals.

Where the Educational Psychologist or SENSS advisory teacher is involved a Joint Action Plan is created.

The Head and SENCo use SPTO to monitor the progress of children with SEND in comparison with their cohort.

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

Sherborne Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE January 2018*). 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 Sherborne Primary School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. See the Sherborne Primary School's policy on "Supporting children at school with medical conditions".

TRANSITION ARRANGEMENTS

Sherborne Primary 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. The Gryphon School, and other schools as relevant, work closely with Year 6 teacher's in the Summer term. Additionally the child may be referred to work on the Early Intervention Youth Team project: Kaleidoscope.

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 – January 2015) 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.

The SENCO is also a member of a local cluster group for SENCOs (SAST).

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

SEN INFORMATION

Sherborne Primary School presents its SEN information in three ways:

- i. by information placed on the school website which can be found;
- ii. by following the link from the school website to the local authority's Local Offer website;
- 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.

The school websites to hold an area for SEND on which is held:

- ✓ The SEND Policy
- ✓ The school's SEN Information
- ✓ Link to Dorset's Local Offer website
- ✓ The policy for Supporting children at school with medical conditions
- ✓ The Accessibility Plan
- ✓ Link to the Equality information
- ✓ Link to school admissions information

ACCESSIBILITY

Sherborne Primary School publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

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 or headteacher.

The school also send home an annual SEN questionnaire; responding as necessary and reflect on their practice.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.

OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti-bullying

Vulnerable Groups

Data protection

Adopted date:	Update: January 2018	
Signature of Headteacher	Ian Bartle	
Signature of Governing Body	Roy Towndrow	