



Piddle Valley CE First School
Living, Growing, Loving, Learning

Special Educational Needs (SEND) and Disability Policy

Adopted by LGB: Sept 2015

Reviewed by LGB: Sept 2016/February 2021

Revised February 2018

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INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEN Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

A SEN Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

This is the SEN and Disability Policy for Piddle Valley CE First School and Feathers Preschool

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEN and disability can be found on Dorset's Local Offer.

www.dorsetforyou.gov.uk/childrens/sen-disability/localoffer

ROLES AND RESPONSIBILITIES

The governing body ensures that the school meets the duties set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*.

The Head teacher, Mrs Jayne Browne has overall responsibility for Special Educational Needs and Disability in Piddle Valley CE First School and Preschool.

The designated teacher responsible for coordinating SEN and Disability provision for children/young people, including the preschool is: **Mrs Vicki Nelson**.

Mrs Vicki Nelson is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is: Mrs Ginny Butcher

Our policy has been developed by the SENCo using LA guidance and consultation with parents and governors.

Mission statement

Our school is founded on Christian values, principles and beliefs.

We are a happy school in which pupils work hard and learn well, within a nurturing environment.

At Piddle Valley CE First School we recognise that all members of our school community – children, parents, carers, staff, volunteers and governors – are unique and valued for the contribution they make.

Piddle Valley CE First School is special because we aim to...

- Create an environment where children develop the confidence to think for themselves and enjoy their time at school.
- Encourage high standards, seeing all children as individuals and helping them to achieve their full potential.
- Develop an understanding of our 5 core values for the whole school community, Respect, Responsibility, Courage, Creativity and Forgiveness.
- Make learning an enjoyable experience.
- Develop in children a sense of awe and wonder at the world around them.
- Help children to become caring and responsible citizens who have positive attitudes towards the wellbeing of themselves and others.
- Develop in children respect for other people and their surroundings.
- Celebrate self-esteem and build up confidence by reacting positively to children and their work.
- Promote constructive relationships between governors, staff, parents, carers, volunteers and the church and wider community.

- Recognise and celebrate our Christian values which permeate through all aspects of school life.

AIMS AND OBJECTIVES

Piddle Valley CE First School is an inclusive school and preschool and has high aspirations for all children identified as having SEND in our establishment. 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 raise the aspirations of and expectations for all children and young people with SEND, our school provides a focus on outcomes for children and not just hours of provision/support.

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 early 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 PIDDLE VALLEY CE FIRST SCHOOL has arrangements supporting disability and medical

conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The link governor has termly meetings with the SENCo, as well as regular drop-in sessions to observe teaching and learning across the school. The SENCo provides termly data and analysis updates to the Governing Body.

The SENCo is responsible for overseeing the day to day operation of the SEND policy and to co-ordinate the provision for pupils with SEND and support the staff, children, parents and outside agencies.

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.

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

- Physical environments (wheelchair access, acoustic tiling)

ADMISSION ARRANGEMENTS

As part of the Greenwood Tree Academy Trust (GTAT), the school supports and adopts the GTAT School Admission arrangements.

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 Piddle Valley CE First School and preschool makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Piddle Valley 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. <http://www.dorsetforyou.com/schooladmissions>

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (2015) 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.

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

Once a child is not attaining their potential i.e.

- Making progress that is significantly slower than their peers starting from the same baseline
- Failing to match or better their previous rate of progress
- Failing to close the attainment gap between themselves and their peers

We begin close monitoring and discuss this with parents.

Targeted intervention will take place as well as regular observations and assessments that may identify children with SEND in consultation with parents / carers who are involved in the process from the start.

Person Centred Plans (PCP) are structured and arrangements are made to review individual children and their progress after about 6 weeks or so.

Once the process has made a cycle of observe-assess-plan-review and with involvement of parents it may be necessary to share results of school assessments and standardised tests with an Educational Psychologist or similar agency to seek further professional advice and support.

Administering medical interventions as advised by professionals and with the involvement of parents, whilst adhering to the statutory guidance dated October 2014.

Managing Pupil's needs on the SEND register

Learning needs are managed either by using 'additional SEND 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 teaching 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 first 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 'targeted' 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 and with parental agreement, 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.

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 that 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:

- 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
- Family issues

SUPPORTING PUPILS WITH SEN AND DISABILITIES

At Piddle Valley CE First School we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. Plan - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. Do – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress. Person

Centred Plans (PCP) are structured and arranged to review individual children and their progress after a six week period.

Once the process has completed a cycle of 'observe-assess-plan-review, it may be necessary to share school assessments and standardised tests with an outside agency/agencies to seek further advice. Specialist support services may include Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews are person centred and focus on the pupil's progress.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on Dorset's Local Offer.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The provision for children is monitored and evaluated by the SENCo/Headteacher obtaining staff views, parent / carers and pupil views, and the governor's role includes termly meetings with the SENCo, observing SEND support in school and termly reports to the Governors.

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 Education and Health Care 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

PIDDLE VALLEY CE FIRST SCHOOL and preschool 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 Piddle Valley CE First School and preschool are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

(See the school's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

PIDDLE VALLEY CE FIRST 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.

Arrangements for entry to school are organised through very close working with the preschool on site. Arrangements for year to year progression are organised through sharing formal and informal information at staff meetings as well as planned transition sessions. These may involve preparation of the SEND child and their parents in advance of the class transition day. Arrangements at exit and transition to next phase of education are organised by visits by staff from the middle school as well as planned visits by the children to the next phase in advance of transition.

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 (*Jan.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.

SEND INFORMATION

Piddle Valley CE First School complies with the statutory requirements to publish SEND information as specified in paragraph 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, governors and staff.

PIDDLE VALLEY CE FIRST SCHOOL presents its SEND information in three ways:

- i. by information placed on the school website which can be found at:
<http://www.piddlevalley.dorset.sch.uk>
- 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 website also gives access to the following policies and information and can be viewed through the school website: www.piddlevalley.dorset.sch.uk or a copy can be obtained from the school office. These include;

- ✓ The SEND Policy
- ✓ The school's SEN Information (avoid duplication of 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 – possibly held elsewhere on the website under its own tab
- ✓ Link to school admissions information
- ✓ Intimate Care Policy

ACCESSIBILITY

PIDDLE VALLEY CE FIRST 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.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. Training may be in house through outreach or through CPD online.

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

The SENCO will network for personal training through CPD online and termly pyramid SENCO meetings.

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

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by the Governing body and staff. Parents/carers and children will also be involved through discussion and sharing of the policy prior to the review date.

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.

PIDDLE VALLEY CE FIRST SCHOOL publishes its Complaints Policy on the school website.

LINKS TO OTHER RELATED POLICIES

This policy closely links with other policies, plans and information produced by Piddle Valley CE First School and these are outlined below;

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti-bullying

Data protection

Complaints

Behaviour Policy and Code

Intimate Care Policy