



**SEND Policy / SEND Information
Report**

October 2017

This policy complies with the statutory requirements laid out in the SEND code of practice 0-25 (July 2014) Chapter 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010 advice for schools (DFE February 2013)
- SEND code of practice 0 - 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 3 & 4 framework document (September 2013)
- Safeguarding policy
- Accessibility plan
- Teacher's standards 2012

The Special Educational Needs and Disability Co-ordinator (SENDCo) is Susan Cooper (NASENCo Award)

Susan works closely with the Governor responsible for Special Educational Needs and Disability, George Craig. Together they ensure that the SEND policy complies with and supports the SEN Code of Practice 2014 and Local Education Authority inclusion policies.

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This policy was developed in consultation with the SENDCo, school staff and SEND Governors. It was shared with your stakeholders, including parents and families and it reflects guidance from the SEND Code of Practice (2014)

Aim

At Dormston School we believe that all children have an equal right to a broad, balanced and well taught curriculum in order to fully access education. This will enable children to make accelerated and sustained progress. We aim to identify children who require special educational provision; provision that is '**additional to and different from**' that provided within the differentiated curriculum. We aim to be a fully inclusive school and to provide all children with the same opportunities regardless of their barriers to learning.

Dormston School offers a variety of day and residential trips to enhance learning experiences and we seek to engage children using a variety of teaching and learning styles.

We have breakfast clubs, homework clubs and extra-curricular activities that all children are encouraged to access.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND code of practice, 2014
- To operate a 'whole school, whole pupil' approach to the management and provision of special educational needs
- To provide training, support and advice for all staff working with special educational needs pupils
- Create an environment that meets the special educational needs of each child in order for them to achieve their individual learning potential
- To work closely with parents, carers and external agencies to meet the needs of pupils

Identifying Special Educational Needs

There are four broad areas of need and these categories are detailed in the SEND code of practice (2014) as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

The purpose of identification is to decide what action the school needs to take in order for the needs of the pupil to be met. At Dormston School we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

The following might impact on progress and attainment but are not SEN:

Disability (The SEND Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality Legislation (these alone do not constitute SEN)

- Attendance and punctuality
- Health and Welfare
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman

(NB: behavioural needs are dealt with under the schools behaviour policy unless they are linked to SEND)

Pupil progress is rigorously monitored by class teachers and the leadership team to identify and address gaps in learning or barriers to learning. Pupil progress data is collected, analysed and tracked throughout the year, thereby highlighting those children who may need additional investigation to determine if they have a special educational need.

Slow progress and low attainment do not necessarily mean that a child has special educational needs and should not automatically lead to a child being reported as such. Equally, it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability.

Class teachers are accountable and responsible for the progress and development of all children in their class. Children may also have access to LSA support or specialist support staff at times. However, additional intervention and support cannot compensate for lack of good quality teaching.

Children's needs will be met largely through quality first teaching and in class individualised differentiated provision. It is a class teacher's responsibility to tailor provision to meet the individual needs within their class.

When identifying those children with SEND, the SENDCo and teachers will consider the collective information gathered about pupil progress, alongside national data and expectations of progress.

For higher levels of need the SENDCo and teaching staff will use effective tools, assessment materials, specialised assessments and advice from external agencies such as the Specialist Teachers, such as Educational Psychologist and Community Paediatricians.

Provision for SEN at Dormston School

The Learning Support Team

The Learning Support team at Dormston consists of a team of Learning Support assistants, one full time Higher Level Teaching Assistant and the Head of Learning Support (SENDCo). The team provides support for young people with SEN in a variety of ways. Learning Support aim to provide a nurturing and helpful environment where children feel welcome and supported.

In-Class support

In class support is provided for pupils according to need. Teachers are responsible for delivering inclusive provision that is differentiated to the child's level of learning. LSA's and the HLTA are involved in supporting pupils both in and out of class. This involves close

liaison with the classroom teacher. All support is delivered to encourage young people towards independent learning.

Withdrawal Work

Wherever possible, we do not withdraw children from the classroom situation. There are times when, to maximise learning, we asked the children to work in small groups, or in a one-to-one situation outside the classroom.

The Sends and the HLTA have may teach pupils with specific learning difficulties for Maths and English when necessary and provide support to children with SEMH needs. The Sends and the HTLA manage these withdrawal lessons.

Progress will be reviewed with the aim of reintegrating children back into the classroom.

Pupils unable to access text of 9.0 years reading age or with a spelling age below 9.0 years will be given a programme of intervention to enhance reading skills.

Study support will be offered through Homework Support Club to pupils with SEN. This will give them the opportunity to develop skills in a different setting to the classroom and begin to take responsibility for their own learning.

In Key stage 4 pupils who require extra time and/or have significant processing delay will have the option to choose Skills for Adult Life instead of one GCSE option and work towards the ASDAN Silver Youth Award. This will incorporate work on the key skills and offers opportunities to develop skills for independent learning in readiness for Further Education. Pupils will also have opportunities to have 1:1 teaching and/or work on their GCSE work or revision.

A Graduated Approach to SEN Support

There will be a graduated response to identification of SEN allowing actions and objectives to be revised and revisited. The Assess, Plan, Do, Review model will be implemented to ensure that the child's needs are met and reviewed. A child's needs may invariably change, highlighting the need for this graduated response.

Assess

Thorough assessment of the needs of an individual pupil is carried out drawing information from a wide range of sources including external agencies and the views of the parents.

Plan

Where it is decided to provide a pupil with additional support (following a thorough assessment) the parents, teacher, SENDCo and any other agencies involved agree the adjustments, interventions and support to be put in place. The plan is written providing details of support and is reviewed, maintaining a clear collaboration between school staff, parents and professionals.

Do

Class teachers remain responsible for working with pupils on a daily basis. Where interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. The class teacher works closely with Learning Support Assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of support and interventions and the impact on pupil progress will be reviewed and if necessary changed.

How do we evaluate the effectiveness of our provision?

The SENCO regularly evaluates the effectiveness of its SEN provision through;

- Regular meetings with the Senior Leadership Team to monitor the SEN provision within the school.
- Termly reviews of data and student progress, scrutinies of student's work, lesson observations and learning walks to assess impact.
- Monitoring of small group intervention and analysis of the impact.
- Discussions with parents and parental feedback form an important way of identifying the effectiveness of the SEN provision.
- Provision Maps to monitor the provision a student receives and its impact.
- Network meetings allow the SENCO to discuss provision with other professionals and reflect on practice.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consult with specialists from outside agencies. We may involve specialists at any point including for the early identification of special educational needs and we will always request

specialist advice where pupils continue to make little or no progress or where they work substantially below age related expectations.

When assessment indicates that support from specialist services is required, we endeavour to ensure that children receive this as quickly as possible through the Dudley local offer. More information about the local offer can be found by following this link to the Dudley Local authority website-

<http://www.dudley.gov.uk/resident/localoffer/>

- Through local councils the school can request the help of specialist teachers from the SEN specialist service. In addition to the support provided by Dudley Council school can also request support from
- Educational Psychologists (NHS)
- Speech and language Therapists (NHS)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Team
- Family Support Workers
- SEN and Disability Information, Advice and Support Service (SENDIASS)

All requests for support are made by the SENDCo, Mrs Susan Cooper, G.P or external agencies.

Requesting an Educational Health and Care Plan

If a pupil demonstrates significant cause for concern the school can request an Education, Health and Care Plan from the Local Authority. This is a request for additional support above and beyond the provision already made by the school.

The school will submit detailed information about the child's progress over time, including references to any additional support the child has already received. The evidence submitted by the school will include:

- Previous support plans and targets for the pupil
- Records of reviews and their outcomes
- Records of the Child's health and medical history where appropriate
- Education and other assessments, for example from a specialist teacher or educational psychologist
- Progress in the Maths and English curriculum
- Views of the parents and pupils
- The parents of any child who was referred for statutory assessment will be kept fully informed of the progress of the referral.

- Children with an EHCP will have their progress reviewed in addition to the statutory annual review.

Supporting families and pupils

Partnership plays a key role in enabling children and young people with special educational needs to achieve their potential. We value the information, knowledge and experience parents contribute to gain an overall view of the child's needs. All parents of children with special educational needs are treated as partners and are given support to play an active and valuable role in their child's education.

Parental concerns about a child progress are taken seriously and dealt with sensitively at all stages of the special needs process, the school aims to keep parents informed and involved.

We take account of the wishes, feelings and knowledge of parents and have meetings to share information and review progress. We inform the parents of any outside intervention, and share the process of decision making by providing clear information relating to the education of their child.

Parents can always contact the SENDCo through email address scooper@dormston.dudley.sch.uk or by calling 01384 816395

Children and young people with special educational needs often have a unique knowledge of their own needs and their views and what sort of help they would like. They are encouraged, where appropriate, to contribute to the assessment of their needs, the review and transition process.

Access arrangements are made for people with special educational needs to ensure that they can take a full and active role in the life of the school. Adaptations are made to teaching and learning methods and additional equipment can be provided if needed. We set clear targets for pupils and take all necessary measures to enable this to be met.

If necessary adjustments can be made to tests and examinations so that pupils with special educational needs have the opportunity to perform to the best of their ability.

Transition

Transition, at key points throughout the school is managed effectively to minimise disruption and reduce anxiety. Communication between staff plays a critical role in ensuring that class teachers have a full and in-depth understanding of the child's needs well before they enter a new class.

Supporting Pupils with medical needs

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement or Education, Health & Care Plan (EHCP) which brings together details of health and social care needs as well as special educational provision.

Children with medical needs are supported in accordance with our Medical Policy. This policy is available on the schools website.

<http://www.dormston.dudley.sch.uk/assets/Word-Document-Uploads/Medical-Policy-July-2017.pdf>

Supporting children with Social, Emotional, Mental Health Needs

SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Provision for a child with SEMH concerns may include

- Support from the Pastoral Team
- Support from Learning Support
- Mentoring
- Counselling services
- Educational Psychologists
- Other external agency support

Evaluation and Review

The SENCo meets regularly with teachers, pupils and parents to monitor the implementation of this policy and the impact of SEN support. Progress is monitored and tracked on a regular basis.

The Governing body challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. Children with special educational needs are admitted to the school in line with the school's agreed Admission's Policy.

Training and Resources

If the SENCo identifies teachers or learning support assistants who require additional support in order to meet the requirements of this policy, individual specific training may be provided.

If a child is identified as having a specific need then teachers and learning support assistants would benefit from further specific training that will be identified and provided. This may involve all the staff or just the relevant personnel at the time.

All members of personnel who come into contact with a child who has specific needs will receive some basic relevant training; this includes office staff, catering staff and midday supervisors.

Roles and responsibilities

Parents are expected to work in partnership with the school to share important information and support the implementation of pupil targets, statements and EHCP's. Pupils are expected to work hard to achieve their targets and share important information about their learning with parents and teachers.

The governing body are responsible for ensuring the school has a qualified teacher designated as SENDCo; monitoring the implementation of this policy and the quality of the schools SEND provision; allocating adequate resources to support identified resources to support identified pupils and the delivery of pupil support/EHCP's and admitting pupils identified with SEN in line with the school Admission Policy.

Teachers are responsible for identifying special educational needs, adapting their teaching and learning methods to meet the needs of pupils, implementing pupil support and EHCP's, assessing and reporting on the progress of pupils, communicating effectively with pupils, parents and the SENDco, raising concerns about individual pupils.

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school delegated budget under the resources to meet pupils needs effectively
- Liaising with parents of pupils with SEND
- Liaising with other schools, educational psychologist, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure people and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets responsibilities under the equality act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps a record of all pupils with SEND up to date

Storing and managing information

All pupils identified with special educational needs have folders which are stored in a locked filing cabinet. The SEN folders contain assessment information, reports, EHCP's and other relevant information.

When pupils leave school, the pupils SEN folder is sent to the SENDCo at the new setting marked 'confidential'

Electronic copies of documents are stored on the school intranet this information can only be accessed by teachers: support staff employed by the school.

Dealing with complaints

If you wish to make a complaint details about how to do this can be found in our complaints policy which is available on the schools website

<http://www.dormston.dudley.sch.uk/assets/Policies/Complaints-Policy3.pdf>

Approved by Governors on

Chair of Governors

Review date: October 2018