

James Dixon Primary School



Special Educational Needs SEND Policy 2021

James Dixon Primary School

Learning to be the best I can

Our Ethos

At James Dixon we believe in achievement, ambition and progress for all.

The achievement, attitude and well-being of every child matters and we are committed to giving all our children every opportunity to achieve their best. Therefore, inclusion is the responsibility of everyone within our school.

We aim to meet the needs of individual pupils through employing supportive and preventative strategies, early identification of need, and addressing barriers to learning through creative and flexible planning.

We recognise the role of the self-evaluation process and therefore we have a rigorous and flexible process in place for the planning and review of additional support for all children in order to develop and improve our capacity for meeting the needs of all pupils.

Effective partnerships with pupils, parents/carers, other school staff, the Education Authority and external agencies, will be created and maintained.

Aims and Objectives

Aims:

At James Dixon all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014
- To provide specific resources and a curriculum experience that caters for a range of different learning styles and needs to enable all children to experience success.
- For all children to feel secure, happy and well cared for within the school community.

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and disability from the SEND Code of Practice (2014) which states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

Key Roles and Responsibilities

All staff at James Dixon work consistently to provide our pupils with a safe and happy environment in which they can achieve to their personal best, secure in the knowledge that they are valued and included in all aspects of school life.

SENCO: The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO is a member of the leadership team and is also the designated teacher for Looked After Children (LAC). Our lead SENCO is Robin Entwistle and the Deputy SENCO is Ana Tomsa.

SEN Governor: The SEN governor is Len Blomstrand, who is also our Chair of Governors. He has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body, ensuring that pupils with SEND participate fully in school activities.

Designated Safeguarding Lead (DSL): Our Executive Head Teacher, Michelle Aldred is the DSL. Deputy Safeguarding Leads are: Head of School, Kevin Minnott, Deputy Head Teacher and SENCO, Robin Entwistle, Family Worker, Yvonne Blunn and Toni Oakham, Attendance Officer.

Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and attainment of all pupils during termly tracking meetings alongside the whole school parent teacher interview cycle. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. We also focus on the strengths of pupils and not only their needs.

The Code of Practice refers to four broad areas of need:

Communication and interaction - These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as memory, processing or weak phonological or decoding skills.

Social, emotional and mental health difficulties - Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEN Support: 'Every Teacher is a Teacher of SEN'

How the school decides whether to make special educational provision:

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class team. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place, these will be recorded on a Personalised Learning Plan. A pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies who we continue to build strong working relationships and links with. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Occupational Health
- Inclusion Support Advisory Team (ISAT)
- Educational Welfare Team
- Children's Social Care
- School Nurse/Paediatric Health Team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child at the centre and a Provision Map will be written outlining the additional support the child will be receiving. This is a working document which will be updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency a Common Assessment Framework (CAF) may be completed to identify help required and to prevent needs escalating.

The Four Part Cycle:

When it is determined that a pupil does have Special Educational Needs, Parents will be advised and a Provision map will be written. The support provided consists of a four part process indicated below:

The impact of additional support will be reviewed termly and discussed at Parents Evening.

In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress.

How your child is progressing will be monitored and assessed. If necessary, changes will be made to the provision to ensure progress is being made. If there are concerns that progress is not being made further assessments may take place and you will be invited to discuss the concerns and if appropriate your child will be involved too.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.



Our teachers and teaching assistants are skilled and supported to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements used alongside Kagan Strategies have opportunities for both ability and mixed settings in order to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils with a long term goal of encouraging and developing individual learning skills.

If required more specific interventions are available to support groups and individuals.

If it is decided to provide your child with additional support we will inform you of this and you will be given a copy of their Provision Map.

All additional support is carefully planned to support your child overcome their difficulties.

Advice will also be given on how you can support your child at home.

If at any time you would like to discuss the support your child is receiving then make an appointment to see the SENCO.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of Assess, Plan, Do, Review. Targets are shared with parents and pupils and successes are celebrated. Pupils who have an EHCP will have an Annual Review which is submitted to the issuing Local Authority. At each of these meetings the Parent, Class Teacher and other relevant professionals are invited and the meeting is led by the SENCO. Pupils with an EHC plan will also have a secondary transfer meeting in year 5.

SEN Provision

SEN support can take many forms. This could include:

- Evidence based interventions
- Extra help from a teacher or a learning support assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Using specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

The progress and development of all pupils including those with SEND

Ensuring the plan is implemented in the classroom

Regular liaison with parents and the SENCO

Effective deployment of additional adults

Considering the provision they are making for pupils with SEND when planning

Supporting the SENCO in the writing and reviewing of targets for pupils with SEND

Support Staff are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists
- record keeping
- resources
- maintaining specialist equipment
- regular communication with parents, class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing LSAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving age related expectations and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The SEN register is formally updated once a term in line with the school census. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment for education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

The Education, Health and Care Plan (EHCP) replaces what were formerly called Statements of Special Educational Needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan which the LA aims to achieve by 2018. Parents will be informed in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

Supporting Parents/Carers and Children

We provide support in the following ways:

- The school operates an open door policy for parents/carers seeking support and advice.
- Our Family Worker, Yvonne Blunn, can signpost additional support/information available for families
- The dedicated SEN Governor who is available as a contact point
- Additional time and special arrangements for SATs can be arranged
- Support for transition between classes
- Transition arrangements for some Y6 pupils transferring to secondary school
- Inviting the SENCO of the receiving secondary school to the final Annual Review in Year 6.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips/residential trips.

Specific staff have training to support particular needs, e.g. administering medicine for Epilepsy or managing diabetes.

The First Aid team is responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEN

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Group and individual SEN interventions are recorded on provision maps and these are reviewed and updated termly. The impact of SEN Provision is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points
- Interventions baseline and exit data
- Progress against individual targets
- Pupils' work and interviews

The SENCO works with Class Teachers to map provision across the school. Decisions are made as to whether specific interventions are proving to be effective. Each year needs of the cohort are assessed and changes to the provision are made if necessary.

Allocation of Resources for Pupils with SEN

The needs of the majority of pupils will be met from within the School's own resources but some children will have a higher level of need. The SENCO will refer individual applications, which are administered by the Local Authority, who will determine whether the level and complexity of need meet the threshold for this funding. If the funding is agreed, an Education, Health and Care Plan or a Pupil Resource Agreement (PRA) will put in place in consultation with Parents and Pupil. Thresholds for the funding are related to the need and can be found in the Banded Funding Guide. This information can be found at https://www.bromley.gov.uk/downloads/file/4747/school_banded_funding_guide

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with ADHD, ASD and dyslexia.

The SENCO attends network meetings to share good practice with colleagues in Bromley Local Authority and to keep up to date with SEND developments.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. Pupil's paper SEND files are kept in the SENCO Office and digital files are kept in a password protected place on the school server. Individual SEND files are transferred to receiving schools when pupils leave James Dixon.

Creating and Reviewing the SEND Policy

The SEND policy has been created by the school's SENCO and is reviewed annually by the governing body. Date of next review: November 2021.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at James Dixon to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If concerns are still unresolved parents may wish to use the Special Educational Needs and disabilities Information, Advice and Support Service or engage with the School complaints procedures.

Specialist Provision Unit

Within our school we have a Complex Needs Specialist Provision Unit for Key Stage 1 children. All children have an Education Health Care Plan and are placed by Bromley Local Authority but are very much part of our school. This is a smaller class with a high level of adult support. The curriculum is designed to meet the needs of children with complex difficulties and enable them to progress with their learning.

The SENCO works with the class teacher and parents closely to monitor the progress of the children and holds the Annual Review meetings.

Access to this policy

You can obtain a copy of our SEND policy in a number of ways:

The school website, follow the link: [Our School - SEND section](#).

A hard copy on request at the school office

Compliance

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

Equality Act 2010: advice for schools DfE Feb 2013

School SEN Information Report (2021)

Safeguarding Policy

Accessibility Plan

Swale Academies Trust Data Protection Policy