



# Special Educational Needs Policy

Date Agreed: January 2024

Review Date: January 2026

Signed: \_\_\_\_\_ Chair of  
the Board of Governors

## Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	7 <sup>th</sup> November 2013	KS	RC	New policy
2	17 <sup>th</sup> December 2015	KS	BC	Revised and updated
3	21 <sup>st</sup> September 2016	KS	RC	Revised and updated
4	17.10.2017	KS	RC	Revised and updated
5	September 2019	AW	RC	Review
6	September 2020	KS	FGB	Review
7	November 2021	KS	M&IC	Revised and Updated

### Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following documents:

- Equality Act 2010: advice for academy DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014) ○ School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy has been created by the Inclusion Leader and Special Educational Needs Coordinator (SENCO), and should be reviewed in liaison with the Special Educational Needs (SEN) Governor, Senior Leadership Team as well as staff and families of pupils' with Special Educational Needs and Disabilities (SEND).

**SENCO:** Hayley Roberts

The SENCO is in the process of completing the National Accreditation for Special Educational Needs due to be finalised April 2024

## **Admissions**

Our Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice, in that,

"All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission." (Code of Practice 1:33)

### **1. Aims and Objectives**

At Dover Park Primary School, we aim to provide every child with access to a broad and balanced curriculum. We recognise that some pupils may have additional needs at some time during their school life and this policy details the way in which our school will respond to meet these needs.

Our objectives with respect to supporting children with special education needs and disabilities (SEND) are:

- To ensure that all children are valued equally.
- To ensure that all pupils have access to a broad and balanced curriculum through identifying and overcoming barriers to learning.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their academic career.
- To ensure that pupils with SEND take a full part in all school activities.
- To work with families to ensure the best outcomes for children; involving them at all stages of their child's education, reporting on progress half termly and supporting them to understand SEND procedures and practices.
- To promote consistently high expectations and aspirations for pupils with SEND.
- To build a school environment that develops reflective learners, supporting pupils with SEND to reflect on their learning and contribute to decisions about their support.
- To work collaboratively with outside agencies to access the best support for pupils.

## 2. Definition and Identification

The Special Educational Needs and Disabilities Code of Practice (2014) provides the following definition of SEN:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The fields in which children may experience SEN are broadly defined by four areas of need:

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

Behaviour is no longer identified as a category of need, as the focus should be on identifying the underlying cause of behaviours exhibited.

The purpose of identification is to ensure appropriate support can be identified and provided, not to fit pupils into categories. Our school seeks to evaluate the needs of the child as a whole, which will include all aspects of the child, not simply the area of identified SEN. This is to ensure that all barriers to learning can be addressed and to provide the best chances of success and achievement for every child.

Many factors may impact on the progress and attainment of children, but not all factors will be considered SEN, these may include:

- Disability (the 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **3. A Graduated Approach to SEN Support**

#### Assess – Plan – Do – Review

At every stage of support for children, we employ an assess, plan, do and review process. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grow. This may be the class teachers own assessment and adaptation of learning within the classroom environment, it may be in collaboration with the SENCO and families as part of our response to children requiring SEN Support or external agencies. The cycle also enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### High Quality Teaching

First and foremost, children’s needs are met by high quality teaching in all classes. Class teachers are responsible for the learning and progress of children within their class, including those accessing additional support and will continually review progress, attainment and provision to endeavour to meet each child’s needs and ensure access to the curriculum. In addition to this, pupil progress meetings are held every half term, during which attainment and progress are reviewed with the class teacher, SENCO and a member of the senior leadership team.

Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and support instigated.

Once a pupil has been identified as possibly having SEN, staff will closely monitor them in order to gauge their level of learning and possible difficulties.

This will include:

- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This may be done in consultation with other colleagues, including the SENCO
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through the above steps we will then determine the level of provision needed for the child going forward. This may mean that they are identified as requiring SEN support and will be added to the school's SEN register.

If a pupil has recently been removed from the SEN register they may also be closely observed and monitored to ensure continued progress, but would no longer be identified as requiring SEN Support.

Families will be informed of each stage of their child's development and the circumstances under which they are being monitored. We also encourage families to share information and knowledge with the school.

If families are concerned about their child's attainment or progress they should discuss this with their child's class teacher in the first instance. There are also termly opportunities to share any concerns through parent evenings.

### SEN Support

If it is decided that a child's needs cannot be fully met through high quality teaching and/or targeted intervention, then we will identify them as requiring SEN support. This will mean that the child is added to our SEN register and they will be receiving support that is additional to and/or different from that of their peers.

Individual Education Plans (IEP) will be developed in collaboration with the child and their family and appropriate provision will be put in place to support the child in achieving their targets.

Where it is appropriate, the school will also draw on the support of external agencies and professionals to ensure the best provision can be made for children.

### Application for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process, which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around

the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.iwight.com/localoffer>

#### Annual review of an Education, Health and Care Plan

- The school will review each statement annually and the SENCO will invite: The child's parent or carer, The relevant class teacher, The Head Teacher, A representative of the LA , Any other person the LA considers appropriate, Any other person the SENCO considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to targets outlined in the EHCP and intervention tracker;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing statement
- Set new targets for the coming year when the statement is to be maintained
- Consider placement setting if pupil is approaching a transition point or anyone present considers that the current setting is no longer meeting the child's needs

#### **4. Managing provision**

On entry the attainment of each child (who has attended a pre-school or childminder) will have been recorded using the Foundation Stage Profile and discussions will take place between staff at the pre-school setting and the reception class teacher, in order to ensure continuity of learning throughout the Early Years, or with the previous class teacher if a child has transferred between primary schools. If a child starting school has an EHCP, they will be placed on the SEN register. The records of pupils with identified SEN will be used by the SENCO/Class teacher in order to: provide starting points for an appropriate curriculum; identify the need for support within the class; decide upon appropriate interventions; assess learning difficulties; make sure that ongoing observations/assessments give teachers regular feedback on a pupil's achievements/experiences and that these are used plot their next steps in learning; involve parents in a joint learning approach for home/school.

##### Early Identification

Early identification of pupils with SEN is considered a priority. To aid identification the school will use appropriate screening and assessment tools. To further assist with the identification of SEN needs the school will ascertain pupil progress through:

- evidence arrived at by means of teacher observation/assessment referring to pupil performance in relation to National Curriculum
- pupil progress in relation to their starting points
- standardised screening /assessment tools
- pupil progress in relation to age expectations.

The school uses this evidence to plan additional support for pupils with SEN. This is recorded, reviewed and amended termly by the SENCO and Head Teacher.

##### The Range of Provision Provided for Pupils with SEN

There are three main methods of provision provided for by the school, these being:

1. Full time education in classes with additional help and support being provided by class teacher/subject teachers through a differentiated curriculum.
2. Periods of withdrawal to work with a support teacher (1:1), HLTA or TA or external professional.
3. In class support with adult assistance in the form of a TA or SNA.

#### **5. Pupil Progress**

The progress and attainment of all pupils is monitored on a half termly basis and is reviewed by the Class Teacher, SENCO and a member of the Senior Leadership Team. In addition to this, the progress of children on the SEN register is monitored and reviewed regularly through ongoing review of intervention support provided. This is

overseen by the SENCO, but all those working with children will monitor and reflect on progress, this will include TA's, SNA's and Class Teachers.

Adequate progress is defined as that which:

- narrows the attainment gap between the pupil and their peers ○ prevents the attainment gap increasing
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves the pupil's previous progress rate
- ensures full curricular access ○ shows an improvement in self-help, social or personal skills ○ shows improvements in the pupils' behaviour.

## **6. Exit**

Children will be removed from our SEN register when the school and other agencies are satisfied that their progress and attainment is at a level which is considered appropriate to their age group. At this point children will be closely monitored to ensure that progress is maintained.

## **7. Supporting pupils and families**

We firmly believe in developing a strong partnership with parents and believe that this enables children and young people with SEND to achieve their full potential. The school recognises the parent's key role in the process and that they have much to contribute as they have a unique overview of the child's needs and the best way to support them.

Likewise, pupils will be encouraged to participate in the decision-making processes affecting them, depending on age and appropriateness. Support will be given to pupils to allow them to engage at an appropriate level in the process.

The school will assist families in accessing support from external agencies where this may be appropriate and information relating to the Isle of Wight's local offer as well as direct contact information for some service is readily available to parents through the school's website or on request if internet access is not available.

<http://www.doverpark.co.uk/send/>

## **8. Supporting pupils at school with medical conditions**

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

Whilst a medical condition does not mean a child will automatically be placed on the SEN register, some may experience SEN. In these instances, the child may already have

a statement, or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

### **9. Monitoring and evaluating provision**

The SENCO monitors the movement of children within the SEN system in the school and provides staff and governors with termly summary reports of the impact of current provision and policy. The SENCO is involved in supporting teachers and in drawing plans for children, detailing specific targets and provision.

The senior leadership team holds half termly pupil progress meetings with class teachers, which focus individual children and whole class matters relating to progress. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

### **10. Training and resources**

Training needs are met through a number of different means. These include:

- Internal continuing professional development (CPD) sessions provided to staff to ensure appropriate information is disseminated.
- The SENCO attends CPD sessions through external providers.
- Staff have access to online training resources for their own personal CPD.
- Opportunities are taken for relevant CPD to be provided by outside agencies. We have a number of resources that staff can draw upon to assist in delivering support to children with SEN.
- Resources are continually reviewed and updated to reflect the current needs of the children within our setting.

### **11. Role and responsibilities**

#### The role of SENCO

The SENCO plays a crucial role in the SEND provision of the school; this involves working in collaboration with the Head Teacher and Governing Body to determine the strategic development of the SEND policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to all staff working with pupils' in the school
- Monitoring the interventions, the TAs or LSAs are delivering to have impact on pupils
- Overseeing records of pupils with SEND

- Liaising with parents of pupils with SEND
- Making a contribution to INSET
- Maintaining IEPs and IEP meetings for pupils (and parents) with SEND
- Liaising with external agencies, LA support services, health, social services and voluntary bodies.
- Producing relevant paperwork

### The role of the Governing Body

The Governing Body has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made, regularly reviewed and that this is of a high standard
- Ensuring that all staff involved with teaching pupils with an EHCP are fully informed
- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities for pupils with SEND
- Being fully involved in developing and the subsequent review of the SEND policy
- Informing parents on the school's SEND Policy by publication of this policy, on an annual basis, on the school website

### The role of the Head Teacher

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, the SEND provision included
- Keeping the governing body well informed of SEND within the school, in conjunction with the SENCO
- Working closely with anyone in the SEND team
- Informing parents of the fact that SEND provision has been made for their child, via the SENCO
- Ensuring that the school has clear and flexible strategies for working with parents, ones that encourage parental involvement in their child's education

## The role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to Special Needs.

The teacher's responsibilities include: ○ Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND pupils

- Collaborating with the SENCO to decide what action is required to assist the SEND pupil to progress
- Working with the SENCO to collect all available information on the SEND pupil
- Collaborating with the SENCO develop targets for SEND pupils.
- Working with SEND pupils on a daily basis, delivering the individual programme as set out in the intervention tracker
- Developing positive and constructive relationships with parents

### **12. Storing and managing information**

All information is managed and stored in compliance with The Data Protection Act 1998. Please see the Data Protection Policy for more detailed information.

All IEPs, Pupil Passports, EHCPs and other information in relation to the SEND of the pupils are kept in the SENCOs office in a locked cabinet. Information stored electronically is on the school's secure server. Relevant information is copied and given to the class teacher, support staff and parents.

Any Child Protection, Child in Need or other Social Care paperwork will be kept in a locked fireproof cupboard in the Head Teachers office.

All copies of paperwork will be kept for the number of years specified in the regulations and will remain confidential.

### **13. Reviewing the policy**

This policy will be reviewed every 2 years, however, interim reviews may be carried out should it be considered necessary in light of any relevant information, including changes in DfE statute and/or guidance.

### **14. Accessibility**

All classrooms and learning areas within the school are fully accessible. We also have accessible toilets, and a lift.

Further information on accessibility can be obtained through the school's Accessibility Policy and Plan at: <http://www.doverpark.co.uk/policies/>

## **15. Bullying**

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our school, we act immediately to stop any further occurrences of such behaviour.

Please refer to our school behaviour policy and anti-bullying policy for further information: <http://www.doverpark.co.uk/policies/>

## **16. Complaints**

The school's complaints procedure is outlined in the individual complaints policy which you can find on our school website. A copy of the complaints policy and procedure is available from the school office for parents and carers upon request and also available to download from the school website. <http://www.doverpark.co.uk/policies/>

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these can be explained to parents if required.