



Frome Valley CE VA First School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



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1. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN and for co-ordinating the day to day provision of education for children with SEN is:

Michelle Carter (SENCO, Deputy Headteacher)

The nominated Governor to link with Special Educational Needs is:

Maria Buglass (Foundation Governor)

2. Arrangements for coordinating SEN provision

The SENCO will hold details of all children requiring SEN Support and Individual Education Plans, known as Achievement Plans, for individual children / young people.

All staff have access to the following information:

- SEN Policy;
- A copy of the full SEN Register;
- Guidance on identification in the Code of Practice (SEN Support or children / young people with an Education, Health and Care Plan, formerly a Statement of Educational Need);
- Information on individual children / young peoples' special educational needs, including action plans, targets set and copies of their Achievement Plans;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on School Pupil Tracker (SPT) on individual children and their special needs and requirements;
- Information on current legislation and SEN provision through staff meetings.

SEN provision, services and data and is monitored by the SMT and the Curriculum Governors.

This information is made accessible to all staff, parents/carers, children and governors in a summary version on the school website in order to aid the effective co-ordination of the school's SEN provision.

3. Specialist SEN provision - This information was last revised in October '14:


The school has 13 children with SEN. This represents 9.8% of the school population;
3.7% are receiving support within school
5.3% are receiving support with outside agencies
0.8% with Statements of Special Educational Need.

Teachers and TAs have the following specialism:

- SENCO has completed the National SENCO accreditation with distinction
- TA trained to deliver Learn to Move/Move to Learn
- TA trained as an ELSA
- 4 x TAs trained in Fisher Family Trust Wave 3 intervention

The school is currently able to make referrals to the following agencies:

- Speech and Language Therapy
- School Nurse
- SENSS (Specialist Educational Need Support Service)
- Occupational Health / Physiotherapy

- Hearing and Vision Support Service
 - Behaviour Support Service
 - CAMHS (Child and Adult Mental Health Service)
 - Educational Psychologist
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4. Aims and objectives

Aims

We aim to provide every child / young person with a broad and balanced education based on the National Curriculum and in line with the *Special Educational Needs Code of Practice (Sept 2014 DfE)*. We are committed to a fully inclusive society where all children and young people are valued and included and where they have a secure sense of belonging.

Our aims are:

- to ensure that all children / young people have any special educational needs identified in order that they receive the support where needed in their academic progression, physical and mental health, and wellbeing;
- to ensure the safeguarding of all children / young people and enable them to learn and grow independently in a safe environment;
- to ensure all children / young people with special educational needs have work given to them at a level they can understand and achieve;
- to ensure that all children / young people with special educational needs receive the additional support they require to remove any barriers to their progress ;
- to follow the principles of Dorset's Inclusion Vision which promotes entitlement, equality, diversity, flexibility and choice;
- to adopt an approach which acts in accordance with the duties and responsibilities as detailed in the Equality Act 2010.

Objectives

- Identify those with special educational needs as early as possible.
- Monitor the progress of all children / young people to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children/ young people without special educational needs.
- Promote social inclusion that allows children / young people to develop a sense of belonging.
- Make appropriate provision to ensure children / young people with special educational needs have full access to the National Curriculum with positive outcomes.
- Share the Local Offer of provision to all stakeholders.
- Value and celebrate difference and diversity.
- Communicate and consult with parents / carers in the spirit of the *Lamb Report (Dec 2009)*.
- Work together effectively with special educational needs specialists who visit our school.
- To foster emotional wellbeing.
- Create an environment where children / young people feel safe and free to voice their opinions of their needs.
- Eliminate unlawful bullying and tackle discrimination.

5. Admission arrangements

The admission arrangements for *all* children / young people follow the Salisbury Diocese admissions arrangements for all church schools and is mindful of the Equality Act 2010. This includes children / young people with any level of Special Educational Need or Disability; those with Statements of Special Educational Need or an Education, Health and Care Plan and those without.

All SEN paperwork and information should be passed to the SENCO as soon as possible. If the child / young person is making a transition from another school, the SENCO of the feeding and receiving schools exchange relevant information to aid a smooth transition.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the child's / young person's entry to the school. The child / young person will be closely monitored from the time they start at the school to ensure that all requirements relating to SEND are met in an appropriate and supportive manner.

6. Facilities for those with special educational needs

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually in compliance with legal requirements. The school will honour the requirements set out in Statements of Special Educational Needs for each child / young person. 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 by the Equality and Human Rights Commission.

The school has is able to arrange specialist equipment on a needs led basis. We have a range of classroom based resources available to support SEND children. This includes:

- Slanted desks
- Sit n Move cushions
- Specialist pencils/pencil grips
- Phonics materials
- Visual support resources (timetables, flashcards, communication cards)

7. Allocation of resources for those with special educational needs

Decisions regarding your child's type and level of support are made by the SENCO and head teacher in consultation with parents and any outside agencies involved. Where possible, the child will also be involved in the process. The school also receives support from the local authority SEN caseworker who will advise on appropriate levels of support within the setting.

During the Achievement Plan process, everyone involved is asked to comment on the level of support that will be required and how this support will be implemented. A copy of this is always provided for parents, the SENCO and class teacher.

The school has one member of staff trained in facilitating a Person Centred Review for those children requiring an annual review of their Statement of Education or Education, Health and Care Plan.

8. Identification of those with special educational needs

Identification

Children's progress is tracked and monitored regularly by the class teacher. Feedback from activities is collected through observational notes and discussions with all members of the classroom team. This data is monitored by the SENCO (Special Educational Needs Coordinator) and the Head teacher through regular meetings with teaching staff.

If your child is identified as requiring additional support, whole class and small group activities will be planned on an individual basis to allow the child to access at their level. Your child may receive support from a TA during the lesson. If the child does not show improvement, despite

additional support within the classroom, the SENCO will arrange a meeting with parents to discuss potential specialist assessments that may indicate an underlying SEND.

If a parent thinks that their child may need extra support, the first point of contact will be the class teacher. The class teacher will then discuss the child with the SENCO and arrange a meeting between parents and the school.

School SEN Support (SEN Code NSA)

- a. NSA recognises children / young people who are identified as requiring additional and different help. These children / young people are placed on the school SEN Register.
- b. NSA provision means that the school provides support without external advice or additional resources provided by the Local Authority.
- c. Class teachers and the SENCO continue to discuss and amend where appropriate the support that is already provided, to address the specific needs. Action that has already been taken is reviewed and altered in line with the new findings.
- d. When it has been agreed that a child's / young person's special educational needs have changed, information will be shared with parents / carers.
- e. An action plan is drawn up (Achievement Plan), detailing what support will be provided and how it will be coordinated. The plans and findings are recorded in the child's / young person's school profile and parents / carers are informed and consulted at every stage. The plan will detail the future amount of in-school support needed. Identified support will be highlighted on a school provision map. The Achievement Plan will be reviewed termly.
- f. When a child/ young person has made sufficient progress, they may be removed from the school's SEN Register. If this happens, they will continue to be monitored until it is clear they no longer require additional special educational needs support.

SEN Support (SEN Code K)

- a. When a child / young person has already been identified as having special educational needs and steps have been taken to support them through a graduated response and the child has not progressed as expected, the school will consider taking further steps by seeking SEN support from external agencies. The child / young person will remain on the school SEN Register.
- b. External professionals will be asked to provide support in the planning and implementing provision.
- c. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents / carers regarding progress and targets met. External support can involve help and intervention programmes, for example through specialist teaching or therapy. The school will coordinate this and, with identified external professionals, monitor, review and evaluate the effectiveness of the support. All provision will be recorded in an Achievement Plan and Provision Map, which is reviewed termly.
- d. When a child / young person has made sufficient progress, they may revert to School SEN Support and remain on the school's SEN register and continue to be monitored.

In addition, please refer to the SEN Code of Practice Section 6: Schools

The Education Health and Care Plan

The majority of pupils with SEND will have their needs met through the mainstream education system.

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

A local authority **must** conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with the school

During the transition period local authorities will transfer children and young people with statements of educational support onto the new system. No-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing.

EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person. An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.

Local authorities should conduct assessments and prepare and maintain EHC plans in the most efficient way possible, working collaboratively with children and young people and their parents. It should be possible to complete the process more quickly than the statutory timescales permit, except in more complex cases or where there is disagreement. It is vital that a timely process is supported by high quality engagement with the child and his or her parents or the young person throughout the assessment, planning and review process.

Referral for an Education, Health and Care Plan

The school or the parents/carers of a child or young person can request a statutory assessment for and EHC.

Following a request for an EHC needs assessment, or the child or young person having otherwise been brought to its attention, the local authority **must** determine whether an EHC needs assessment is necessary. The local authority **must** make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request.

The assessment and planning process should:

- focus on the child or young person as an individual

- enable children and young people and their parents to express their views, wishes and feelings
- enable children and young people and their parents to be part of the decision-making process
- be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child or young person's strengths and capabilities
- enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

This approach is often referred to as a person-centred approach. By using this approach within a family context, professionals and local authorities can ensure that children, young people and parents are involved in all aspects of planning and decision-making. The school has a trained PCR facilitator to support the EHC process.

Please refer to the SEN Code of Practice (DfE 2014), Chapter 9 – Education, Health and Care Plans)

9. The curriculum, information and associated services

Children / young people with special educational needs will be given help with the curriculum through specialist provision arranged by the school according to the needs of the individual, and in consultation with parents / carers as far as possible.

Every effort will be made to educate and support children / young people with special educational needs alongside their peers in a mainstream classroom. Where this is not possible, the SENCO will consult with the child's / young person's parents/carers for other flexible arrangements to be made.

The school curriculum is reviewed regularly by subject leaders together with the SENCO to ensure that children / young people of all levels and abilities are supported so that they can make progress in their learning. This includes other learning opportunities in small groups or with specialist staff.

It is our aim to ensure that all resources and SEN provision is being used effectively and efficiently within the school to support the curriculum and enable children / young people to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any children / young people including sharing progress reports, medical reports and teacher feedback;
- providing regular training and learning opportunities for staff on SEN teaching, methods and techniques.
- making use of all class facilities and space;

- using support effectively in the classroom to ensure that teaching material is adapted to individual needs;
- making sure that individual or group tuition is available where it is felt that children / young people would benefit from such support;
- the SENCO's advice is sought in any decision to provide long term group teaching away from the main classroom involving children / young people with special educational needs;
- Parents / carers will be made aware of any circumstances in which changes have been made;
- setting appropriate individual targets that motivate children / young people to do their best, and celebrating achievements and success;
- encouraging children / young people to share their targets with their families.

10. Inclusion of those with special educational needs

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. All SEN provision should be mindful of the statutory requirements to promote equality and to eliminate unlawful discrimination.

The school curriculum is reviewed regularly by subject leaders together with the SENCO to ensure that it promotes the inclusion of all children / young people. This includes learning outside the classroom as explained below.

We aim to provide the best opportunities for participation and achievement across all areas of school activity (social, curricular and physical) by:

- providing a balanced curriculum for all children / young people both in and outside of the classroom, including play and interaction at mealtimes/ playtimes; extracurricular activities; school day trips and residential visits;
- adapting learning to best suit the needs of individual children / young people;
- promoting and encouraging all our children / young people to be aware and responsible for their thoughts and actions.

In addition, the school has staff trained to deliver the following support interventions:

- Learn to Move, Move to Learn (fine and gross motor skills support)
- Fisher Family Trust (Wave 3 - 1:1 level) Literacy support
- Catch Up reading (1:1 reading support)
- Write Away Together (teacher led writing support intervention)
- Taming Tricky Words (reading support)
- Talking Partners (Speaking and Listening support)
- ELSA (Emotional and Social Wellbeing support)
- Family SEAL (parent partnership and advice)
- SEAL (Social and Emotional Learning) nurture/social skills groups
- Speech and Language support programmes (delivered by trained Higher Level teaching Assistant)

2 members of teaching staff are also available to deliver 6 week blocks of Literacy and Numeracy interventions focused on specific targets identified by class teachers.

The school SENCO holds the National Accreditation Award for SEN and has completed intensive training in Behaviour Management and supporting children with ASD.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and children / young people throughout the year. The school strives to narrow the achievement gap between children / young people with special educational needs and those who do not.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and SEN Governor. It is then verified by the Headteacher. Information is gathered from different sources such as SEN questionnaires, pupil feedback, analysis of intervention data and through speaking to staff.

The results of all evaluations are used to find more effective ways of supporting children / young people who have special educational needs.

12. Working in partnership with parents / carers

Frome Valley embraces the recommendations of the Lamb Inquiry (2009) and the SEN Code of Practice (2014) and believes that a close working relationship with parents / carers is vital in order to ensure:

- early and accurate identification and assessment of special educational needs so that the child / young person's requirements are provided;
- continuing social and academic progress of children / young people with special educational needs;
- personal and academic targets are set and met effectively;
- consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g., Person Centred Reviews.

The school welcomes parents' comments and suggestions; parents / carers can make an appointment to speak to any member of staff including the SENCO throughout the year for any reason. If parents / carers have concerns about the support their child / young person with special educational needs is receiving, they should talk in the first instance to the class teacher or the SENCO. Parents /carers can also talk to the Headteacher if the concern regards the SENCO.

Communication between home and school, both informally and formally is actively encouraged. The school operates an open door policy and parents are given many opportunities throughout the year to come into school and see how their child is progressing (drop in sessions, parents evenings, curriculum information evenings)

All parents are invited to become further involved in the wider school community through our PTFA, Parent Council or by helping with reading.

Parent feedback on all school matters is very welcome and is gathered through annual questionnaires and the well established Parent Council.

For SEND parents, Achievement Plan meetings are arranged so that parents can always attend and regular communication between the school and parents is actively promoted. Copies of agreed support plans and targets are sent home and appointments can be made with the class teacher and SENCO to discuss these in more depth, as required. The SENCO is always willing to discuss any concerns, particularly linked to SEND, with parents as soon as possible.

The school will provide information on how to contact the Parent Partnership Service who offers independent and impartial advice, guidance and support for parents / carers. The Parent Partnership Service can also advise on how to obtain mediation services.

The school's SEN Link Governor may be contacted at any time in relation to SEN matters.

13. Complaints procedure

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 that has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo. Information on how to make a formal complaint is published on the school's website.

14. In-service training (CPD)

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of children / young people with special educational needs. The Governors will report each year to parents / carers on the policy for children / young people with special educational needs.

The school has provided staff with the following training, either individually or collectively:

- Learn to Move, Move to Learn (fine and gross motor skills support)
- Fisher Family Trust (Wave 3 - 1:1 level) Literacy support
- Catch Up reading (1:1 reading support)
- Write Away Together (teacher led writing support intervention)
- Taming Tricky Words (reading support)
- Talking Partners (Speaking and Listening support)
- ELSA (Emotional and Social Wellbeing support)
- Family SEAL (parent partnership and advice)
- SEAL (Social and Emotional Learning) nurture/social skills groups
- Speech and Language support programmes
- ASD (Autistic Spectrum Disorder)
- Dyslexia
- Developmental Coordination Disorder (DCD) Dyspraxia
- The new SEN Code of Practice 2014

15. Links to support services

The school nurtures strong working relationships with external support services in order to support children / young people fully.

The information, forms and guidance provided on the Local Authority's *Schoolsnet* website is used to enhance school provision for special educational needs.

Sharing knowledge and information with our support services is key to the effective and successful provision of special educational needs within our school. Any one of the support services may raise concerns about a child / young person. This will then be brought to the attention of the SENCO and the child's / young person's parents / carers.

The following services will be involved as and when is necessary:

- Speech and Language Therapy
- School Nurse
- SENSS (Specialist Educational Need Support Service)
- Occupational Health / Physiotherapy
- Hearing and Vision Support Service
- Behaviour Support Service
- CAMHS (Child and Adult Mental Health Service)
- Educational Psychologist

Referrals to additional agencies may be accessed on requirement.

16. Links with other schools

The school is a member DASP (The Dorchester Area Schools Partnership) and has strong links with pre-school settings, middle schools and the Thomas Hardy School. This enables the school to build SEN resources and to share advice, expertise and training.

Transition arrangements:

Prior to a child starting at the school in Reception, the class teacher will contact the child's pre-school to arrange an visit and discuss transition with the child's key worker. The school also has an on-site pre-school and the SENCO works closely with the Pre-school manager to identify any SEND children and prepare them for transition to school.

The school works closely with St. Marys Middle School in Puddletown, which is where the majority of the children move on to. During Year 4, all children make regular visits to the middle school. In addition, Year 5 teachers and SEND support staff from the middle school will visit our school during the summer term to discuss any children identified as SEND, with the SENCO. Transition forms are completed and SEND children are invited to attend settling in sessions with their parents prior to starting in the Autumn term. All SEND data and information is transferred to the middle school SENCO at the end of the summer term.

17. Links with other agencies and voluntary organisations

Frome Valley invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following services:

- Speech and Language Therapy
- School Nurse
- SENSS (Specialist Educational Need Support Service)
- Occupational Health / Physiotherapy
- Hearing and Vision Support Service
- Behaviour Support Service
- CAMHS (Child and Adult Mental Health Service)
- County Psychological Service
- Parent Partnership Service (voluntary organisation)
- Dorset Parent Carer Council (voluntary organisation)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will be invited to and informed about any meetings held concerning their child / young person.

18. Role of the SEN Link Governor

The SEN Link Governor representing the Governing Body liaises with the school staff. They oversee the SEN provision and support the school in striving to make sure those children and young people with special educational needs get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for children / young people with special educational needs. The SEN Link Governor responsibilities are:

- helping raise awareness of SEN issues at Governing Body meetings and giving up-to-date information on SEN provision within the school;

- assisting in the regular review of provision for children / young people with SEN and ensuring that parents and children have confidence in this provision;
- having familiarity with the statutory elements of this policy and how they are implemented;
- understanding changes in law associated with the delivery of SEN within our school;
- challenging and holding to account those who coordinate SEN by reviewing SEN achievement data, and seeking to reduce any SEN curriculum performance gap;
- reviewing the effective and efficient use of SEN funding delegated to our school.

Signed _____ [Name] (Headteacher) Date _____

Signed _____ [Name] (SENCo / Inclusion) Date _____

Signed _____ [Name] (SEN Link Governor) Date _____

The summary information page of this policy will be reviewed annually. The main body of the Policy will be reviewed regularly by the SENCO and SEN Governor in consultation with parents/carers and children / young people before being ratified by the Full Governing Body.

