

DOWSON PRIMARY SCHOOL SEND Policy



Dowson Primary School

Policy

Issue Record

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Approved by the Governing Body

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Section 1 Compliance

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

Equality Act 2010: advice for schools DfE (February 2013)

SEND Code of Practise 0-25 (September 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions (April 2014)

The National Curriculum in England (September 2013)

Safeguarding Policy

Accessibility Plan

Teachers Standards (2012)

NASEN help sheet: Updating SEN policy for Schools (2014)

This policy was created by the school's SENCo in liaison with the SLT, staff, Parents of children with SEND via information presentations at Parents' Evening and then discussed by the Governing Body.

The Special Educational Needs Coordinator is Mrs. Jennifer Garside, who currently holds a Postgraduate Diploma in Inclusion and SEN at Distinction Level (which includes the National Award for SEN) and can be contacted on 0161 366 0177. The SENCo has direct access to the SLT and is involved with the assessment and monitoring of learning at a whole school level.

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Section 2

Aim

By 'Working Together', Dowson aims to enable all children, including those with SEND, to make good progress and achieve personally aspirational outcomes, creating happy, confident, hardworking pupils who are well prepared for life.

Objectives

- to operate a 'whole pupil, whole school' approach to the management and provision of support for children with SEND.
- to identify SEN early so that any potential barriers to learning are removed and no time in education lost.
- to ensure all staff, with the support of the SENCo, make excellent provision for children with SEND within the guidance set out in the SEND Code of Practice, 2014.

Sections 3 Identifying Special Educational Need

The SEN Code of Practice outlines 4 main areas of special educational need which are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory or Physical

These four broad areas give an overview of the range of needs that are planned for within school, but it is imperative that a 'best fit' model is applied and in some cases several categories may be identified for one child. Identification is the first step in enabling children to achieve their outcomes and potential, and therefore is viewed as a signpost to work out what actions may need to be taken rather than a labelling exercise.

The Code of Practice states that pupils are only identified as having SEN if they do not make adequate progress once they have had good quality personalised teaching and appropriate interventions. If a member of staff suspects that a child might have SEN then they must discuss their concerns with the SENCo and fill in the 'Initial Concerns Record'. It is important to state that teachers are responsible and accountable for the

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progress and development of ALL the pupils in their class and have a duty to raise concerns with the SENCo promptly.

The SENCo will use this as a tool to ascertain whether the child has received good first quality teaching and appropriate intervention to help them overcome their difficulties, including whether alternative adaptations to the core offer may be appropriate as opposed to additional or different provision. Parents/Carers will also be consulted to see if any concerns are shared or to see if they can add any pertinent information regarding the child or their history.

It must be noted that many other factors may affect attainment and progress for a child, including having EAL, poor attendance/punctuality, health and welfare issues and previous educational experiences and these must be considered in conjunction with any concerns raised.

Section 4

A Graduated Approach to SEN

Once the process described in the previous section has commenced, a child will only be recorded as having Special Educational Needs if:

- the SENCo has seen evidence that the child has received good quality teaching with effective intervention over an appropriate length of time (relative to the outcomes set) and yet still has a rate of progress below the required level. This evidence may include notes/discussion from Pupil Progress Meetings, observations of the child and the teacher, planning and assessment data from interventions delivered, discussion with Parents/Carers, standardised and formative assessment tools and consultation with external professionals. A summary of this will be recorded on the Initial Concerns Form.
- a discussion has taken place with the child's Parents/Carers and they agree to the child being placed on the register.

It is important to note that much of the evidence gathered will come from 'whole school' monitoring and assessment systems which are robustly executed and led by members of the senior leadership team. These include

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Pupil Progress meetings (which are all attended by the SENCo), the appraisal and accountability cycle for all staff, walk through and observation data, electronic tracking systems and intervention records and Parents' Evenings.

Some children may enter the school having already been placed on the SEND register, either by a previous school or early years setting. This is often the case if a child has required access to specialist support, such as Speech and Language Therapy. In this case, at Dowson we will automatically transfer a child on to our register in the first instance but the child would be subjected to the same rigorous assessment as described above and may be removed from the register if compelling evidence to support their inclusion could not be found (e.g. if good quality teaching resulted in rapid progress).

Managing Pupils Needs on the SEN register

Once a child is placed on the register, the 'assess-plan-do-review' cycle (as described in the Code of Practice, 2014) is formalised. The class teacher and parent will write a Pupil Passport for the child, which include aspirational outcomes for the child to aim to achieve by the end of the academic year. These outcomes directly relate to the child's areas of difficulty and whilst many are academic, some may be life skills or personal interests that Parents, staff or the child think are important. The child will also set themselves a target and again this may be related to their learning in school or more generally. Whilst the SENCo will moderate and support the creation of a Pupil Passport, it is ultimately the responsibility of the teacher to ensure that progress towards the outcomes is maintained.

The targets/outcomes set on the Pupil Passport are long term and are formally reviewed 3 times a year at Parents' Evening. In between times, the SENCo is present at all Pupil Progress Meetings, which are held every half term, and tracks the progress of every individual on the SEND register to ensure that progress is sustained. The long term outcomes/targets on the Pupil Passports are broken down in to SMART targets for the child in their books or via whole school target setting systems.

The provision required for each child is decided on an individual basis and will be directly linked towards meeting their outcomes. The minimum provision the Parent and child can expect the school to provide at an

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individual level is recorded on the front of the child's Pupil Passport. The variety of provision is too great to name here, but usually includes specialist equipment, small group working in class, interventions and much more. If at any point the child's needs change or alternative provision is required to enable progress to continue, any changes will be recorded (as well as a review of their impact when appropriate) alongside the child's targets on the back of their Pupil Passport.

If, at any point during the monitoring process, the SENCo feels that the school has exhausted the provision that can be made for the child (including staff knowledge, expertise or funding) yet their progress is not improving, the SENCo will consult with external services provided by the local authority or those purchased by the school. The express permission of the child's parent/carer will be obtained and wherever possible, the parent/carer will be invited to meet with any external professional that works with their child. Every Local Authority provides different services for children with SEND, and a list of Tameside provides in their 'Local Offer' can be found here <http://www.tameside.gov.uk/localoffer>. If it is felt that the needs of your child are such that school will not be able to meet them without extremely specialist support or even a change in educational provision, then an Education, Health and Care Plan will be applied for from the Local Authority.

Dowson is committed to providing an education that meets the needs of every child in the school and always make the utmost endeavours to provide the funding for whatever is required, which may include applying to the Local Authority High Needs Block. Whilst the SENCo is responsible for keeping the costings of provision for children who require a significant amount of provision, the ultimate decisions regarding funding allocation lies with the Headteacher.

Section 5 Criteria for exiting the SEND register

The SEN register at Dowson is fluid and early identification often means that children's barriers to learning are quickly removed and children no longer need provision different to what would be made within good first quality teaching. A child may be removed from the SEND register at any point of any year. The decision to remove a child from the SEN register is

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made on an individual basis, but usually includes one or more of the following:

- the child has made sustained or accelerated progress and therefore has 'caught up' to average attainment levels.
- the child no longer requires the specialist provision to make sustained progress, including that of external agencies.
- external agencies, such as an Educational Psychologist, complete assessments or recommend that being included on the SEND register is not appropriate.

Once children are removed from the SEND register, they are closely monitored by the SENCo during Pupil Progress Meetings and the child's targets set for the year on their Pupil Passports continue to be monitored by the child's class teacher and discussed with parents. If at any point, concerns are raised regarding the child's progress, either by staff or parents, the cycle of graduated response begins again as outlined in section 3.

Section 6 Supporting Pupils and Families

The school motto is 'Working Together' and Dowson are committed to doing just that. The school has a comprehensive website which includes the SEND information report for parents (<http://www.dowson.tameside.sch.uk/dowson/wp-content/uploads/2014/09/Special-Educational-Needs-Information-Report-FAQ.pdf>) and admissions arrangements for all pupils, including those with SEND (<http://www.tameside.gov.uk/schools/admissions>). The school employs two full time learning mentors who work closely with all families requiring support and liaise with a wide variety of external agencies such as New Charter and Social Care. They also provide a wide range of opportunities and services for parents, such as parenting courses and a parent and toddler group in addition to being available for to meet parents at times when class teachers may not be free. The SENCo has also been given extensive time 'out of class' to work with both pupils and their families and has a true 'open door' working ethic, including drop in sessions as every Parents' Evening.

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Dowson realises that points of transition, including between buildings as well as between schools, can be extremely worrying for parents, particularly those with children with SEND. We have an extensive range of strategies to support transition, which may include extra visits, having a key adult, a booklet to take home over the holidays, dedicated transition days and/or lunchtimes and 1:1 sessions with learning mentor for your child to discuss their concerns or worries.

Section 7 Supporting Children at School with Medical Conditions.

Dowson are committed to providing access to education for all, and this is reflected in our Medicine Policy. Please request one from the school office or visit the website (<http://www.dowson.tameside.sch.uk/dowson/wp-content/uploads/2015/01/Medical-Policy-Sept-2014.pdf>). 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 and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed in this instance as outlined previously.

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and a copy of Dowson's is available on request and concerns/questions raised with the Headteacher.

Section 8 Monitoring and Evaluation of SEN

The quality of provision that we offer pupils is monitored and evaluated as a direct link to pupil progress and attainment. Where the child's attainment or progress is not at least good relative to their starting point, then the provision would be deemed to be ineffective. Provision may also be deemed to be not cost effective if the cost involved outweighed the gains in progress. This information is taken directly from Pupil Progress meetings and other practices outlined in section 4, and feeds back in to future decisions regarding provision and support.

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Other monitoring and evaluation practices occur within whole school systems, such as the gathering of pupil and parent views, as well as staff. These are fed back to the governing body as a whole.

Section 9 Training and Resources

SEN is given a notional amount per child from the Local Authority and is delivered via the whole school budget which is allocated by the Headteacher. This is used to fund provision, buy specialist equipment and to provide training for staff. All staff undertake training to follow the policy for SEN during their induction, and NQTs are given several sessions as well as opportunities to observe or work with the SENCo. Whole staff INSET is decided upon by the SENCo and the SLT and is directly dependent upon the current needs of the children in school. Staff are also sent on external courses dependent upon specific areas identified for improvement in their performance, as well as needs that present themselves in their classes.

The SENCo also attends Local Authority networks on a termly basis to keep up-to-date with legislative changes and has links with a local university. The school is a member of NASEN and the SENCo attends the annual conference. Dowson has also formed close links with other local schools and the Headteacher attends a variety of clusters that enable moderation and school to school support.

Section 10 Roles and Responsibilities

SEN Governor- Rachel Connor

SEN Teaching Assistant- Mrs. Janis Pitchforth

Designated Teacher with Safeguarding Responsibility- Mrs. Janet Rathburn

Name member of staff responsible for managing PPG/LAC funding: Mrs. Janet Rathburn

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils- Mrs. Michelle Ashley

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Section 11 Storing and Managing Information

All paper copies of information which is sensitive is kept in locked storage where only a small number of people have access. Staff all have access to online cloud storage facilities and so no documents are kept on laptops or computers. No documentation containing personal information is taken home.

Section 12 Dealing with complaints

If you have a complaint regarding any aspect of what is outlined in this policy, then you should contact the SENCo in the first instance. If you are not satisfied with the resolution, then please make an appointment with the Headteacher. If you feel that your complaint has not been dealt with in a manner in which you are happy, then contact the Chair of Governors whose details can be found on the school website.

