



SEND Policy

Downlands School Special Educational Needs (SEN) and Disability Policy

January 2017 to 2020

INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEN Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

A SEN Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

This is the SEN Policy for Downlands School.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEN and disability can be found on Dorset's Local Offer. 3

ROLES AND RESPONSIBILITIES

The governing body ensures that the school meets the duties set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. The Governor with oversight of the arrangements for SEN and disability at our school is: Mr Tim Rigby who is contactable via the school office 01258 453348 or by email on office@downlandsschool.org.

Downlands have co Headteachers and their names are Mr Alan Frame and Mrs Susan Whitlock, They have overall responsibility for SEN and disability at our school.

Mrs Whitlock is the SEND co-ordinator at Downlands and therefore her duties towards pupils with SEN and disability include:

- Talking to parents with children already identified with SEND on arrival.
- Placing children in a class that will best fit the needs of the child arriving and the children already in class.
- Supporting teaching staff in identifying the SEND children so early intervention is in place if needed.
- Allocating staff to support children with SEND if needed. This will not necessarily be 1:1 as children are now banded and therefore this might be in small groups by either the Teacher or Teaching Assistant
- Involving outside agencies if deemed necessary or in a small number of cases requested by parents.
- Ensuring that staff fulfils their statutory duties with delivering a first class Education for every child and keep IEP/PEP's if necessary with appropriate documentation up-to-date.
- To monitor the progress of SEND children through the School's Tracking System.
- To ensure that parents are informed at all times and that they are working in partnership with the school.
- To keep the SEND Register up-to-date
- To ensure the transfer of data from class to class and one school to the next.
- To write and set up reviews of EHCP when necessary.
- To liaise with County via the schools Case Worker.
- To liaise closely with the two SEN Teaching Assistants that work on the programmes set by outside agencies. They are Mrs Karen Smith Key Stage 2 and Mrs Kirsten Crocker for Key Stage 1.
- To ensure that all SEND information is up to date on the website and placed for everyone to see so ensuring the SEND provision offered at Downlands Primary School.

CONSULTATION

This policy was developed in consultation with:

- Pupils with SEN and disabilities
- Parents
- Governors
- All school staff
- Other stakeholders SENSS Mrs Kitty Huthwaite

VISION AND AIMS

Downlands Primary School wants all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve their best. We also want to help our pupils with SEN and disabilities to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We endeavour to fully involve our pupils with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't.

The views of our pupils and their parents are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy.

To achieve the above, we will:

- create an atmosphere of encouragement and acceptance in which all pupils can thrive
- be sensitive to individual pupils' needs and celebrate achievements
- enable each pupil to take part and contribute fully to school life
- provide access to and progression within the curriculum
- involve pupils in planning to support their SEN or disability
- work in partnership with parents to support children's learning and health needs
- provide quality training for staff that enables them to support pupils with SEN and disabilities.

OBJECTIVES

Downlands Primary will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- identify all pupils who have SEN and disabilities at an early stage
- ensure that pupils with SEN and disabilities have their needs met and that they make progress
- work in line with the *Special Educational Needs and Disability Code of Practice: 0 – 25 years* (Jan 2015)
- provide support and advice to all staff who work with pupils with SEN and disabilities
- operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role
- ensure that pupils with SEN and disabilities join in with all the activities of the school alongside their peers
- adopt a 'person centred approach' to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decisions which affect them
- ensure there is an effective partnership working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

Downlands Primary uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing teaching that is of a high quality.
- regularly assessing our pupils' progress and targeting areas of difficulty.
- adjusting work for pupils who need this.

As necessary, we also:

- Put in appropriate interventions set by the class teacher.
- Evaluate the interventions.
- Use class support in small groups.
- Discuss with the all stakeholders and seek advice from the SEN TA's and SEND co-ordinator.

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. To do this we will:

- Monitor the child closely in class.
- Assess using formative and non-formative assessments and questionnaires.
- Talk to the SEND co-ordinator
- Seek outside support from appropriate agency.

This is a process involving the class teacher, SENCO, parents and the pupil.

If it is decided that a pupil has SEN and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEN record under the category of SEN Support. Parents will be informed when this happens. The provision given at SEN support will be individual to each child, according to the SEN but it could include:

- a special learning programme
- extra help from a teacher or a teaching assistant
- working in a small group or help to take part in class activities.

We will involve parents in decisions about the support to be provided for their child by meeting and discussing the arrangements on a termly basis.

However, some pupils with more severe, complex and long term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress with SEN Support. If we feel this is the case, we will discuss this with the child's parents. Parents can also contact the class teacher and or SENCO if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. Downlands will work with parents and other services to request an EHC needs assessment where it will be beneficial.

Further details about the assessment process and EHC Plans can be found on Dorset's Local Offer.

Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEN) and bereavement. These needs will be addressed appropriately using other processes or strategies.

SUPPORTING PUPILS WITH SEN AND DISABILITIES

At Downlands we use a form of "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. Plan - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. Do – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. We can also seek support from Yewstock and or Beaucroft Special schools. They are able to provide outreach work that will support the staff and children in maintained schools.

Parental permission will always be sought prior to this.

We are also very aware that this process is sometimes needed to be accelerated as postings can hamper the ability for schools to get this process under way and completed during the time that your child is at Downlands. This is indeed the case often at most schools. Hopefully with the evidence that previous schools have provided and the assessments that Downlands have carried out we can try to speed up the graduated response. We are very well aware of the problems that frequent changes of school can have on a child's education and for them to receive their entitlement and evidence of the difficulties that they are encountering.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Downlands are person centred and focus on the pupil's progress.

They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on Dorset's Local Offer.

Banding

The new banding arrangements that have been put in place by the Local Authority do not now stipulate 1:1 except for the more severe cases. These are usually children with not just educational but also medical needs that require the child to be monitored very closely for one reason or another.

The bands that are set for the period from October 30th 2017 for the rest of the financial year are set out in the table below. In future, after completion of a banding assessment at annual review, pupils will be placed on a band and this will not make any reference to TA hours. But for the transition period only, EHCPs or statements will be paid banded funding according to the following hours. E.g. an EHCP with 20 hours will be paid at Lower Band A.

BAND	SEN Support	Band A Lower	Band A Upper	Band B Lower	Band B Upper
Top Up Payable	£0	£1,000	£2,300	£3,600	£5,000

The following table provides the equivalent band for TA hours for the period of transition between Oct 30 2017 and the pupils' annual review only. At annual review all pupils will need to be assessed for a band using the criteria. Pupils with EHCP's or statements with more than 37.5 hours will receive additional package funding until such time as banding arrangements are in place for these more complex pupils. After about a year, when all annual reviews have taken place we will have all pupils with an EHCP band and there will be no more references to TA hours as a method of funding.

BAND Payable	SEN Support	Band A Lower	Band A Upper	Band B Lower	Band B Upper
Equivalent hours	16 hours or less	16 – 21.50 hours	21.51-27 hours	27.01 -32.5 hours	32.51-37.5 hours

COMING OFF THE SEN RECORD

A pupil will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEN Support and parents will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

TRANSITION ARRANGEMENTS

Downlands is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school [or moving on to adulthood].

Whether your child transfers mid term and or at the correct transition time Downlands endeavours to make this experience as straight forward as possible for all parties.

Arriving

You will have completed various forms with all information needed to enter school that are forms issued by the school office. Although there is a correct county Procedure for Entering schools we at Downlands try to make it as easy as possible. So you need to follow The Dorset arrangements BUT we are able to take most children that are based on Blandford Camp so the necessity to wait for 6 weeks is not strictly followed by us as we endeavour to take anyone that arrives at Blandford Camp.

- You need to inform County of your preferred school.
- You need to complete Downlands arrival forms and tell us your first possible date of arrival. Please don't worry if this does not happen as planned.
- Try and give the office staff as much detail about your child's SEN and or ask to speak to Mrs Whitlock the SEND co-ordinator.
- This then allows us plenty of time to contact your child's present school and enable us to place your child in an appropriate class.

Departing

- School books etc are given to the parents in a sealed envelop and are signed for by the parents at the office either on the day of leaving or the day before.
- SEN records are posted on directly to the new school when the CTF is requested. (CTF is your child's electronic record that includes the UPN Unique Pupil Number that every child has that attends an English school)
- In some circumstances special arrangements are made where the old class teacher or the receiving school is visited so information can be handed over in a personal way if deemed necessary.
- The Blandford Upper School has a graduated response where children in Year 6 go throughout the year to meetings and events at the school.

TRAINING AND RESOURCES

Downlands aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities. The SENCO will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

Training

- Is linked to The School Development Plan (SDP)
- It is also linked to staff Performance Management and the needs of the individual Staff.
- Sensory
- Assessing Kitty Huthwaite training
- Behaviour Management
- Jane Reeves – Occupational Therapist
- ESL/EAL

Resources

Two experienced SEN Teaching Assistants One for Key Stage 1 and One for Key Stage 2

English Resources

- Crazy Cursive
- Word Shark
- Reading Recovery 20wk programme to boost reading for low ability readers
- Use of Speech and Language pictures to teach prepositions
- 1st Class – maths plus other programmes for memory, social interaction and speech and language such as “Black Sheep” and sand activities including puppets to correct speech pronunciation
- Numicon
- Abacas
- Number Shark

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.
All paper records will be held in line with the school's policy/protocol on security of information.

LINKS TO OTHER INFORMATION

This policy closely links with other policies, plans and information produced by Downlands School and these are outlined below.

Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled pupils
- b) improve the physical environment of the school to increase access for our disabled pupils and
- c) make written information more accessible to our disabled pupils by providing information in a range of different ways.

Our Accessibility Plan can be found on the School Website

Supporting pupils with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, *Supporting pupils at school with medical conditions* (Dec 2015), Downlands makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting pupils with medical conditions' policy can be found: on the School Website
This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEN and disabilities at Downlands School. You can find all this information on our school website.

Information about our school can also be found on our record on the Family Information Directory, part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on Dorset's Local Offer.

MONITORING AND EVALUATION

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities.

This policy will therefore be kept under regular review but it will be fully updated every three years.

Pupils with SEN and disabilities and their parents will be involved in this process at all times, and we always welcome feedback to ensure that we continue to offer the best possible provision at all times.

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our pupils, parents and professionals working with the school
- analysis of lesson planning to take account of differentiation
- progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- success towards outcomes included on SEN Support and EHC Plans
- external evaluations or inspections].

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being met, they should contact [name and contact details]. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the SENDCO/Headteacher.

Further details can be found within our Complaints Policy which is available on our website.
Agreed by the Governing body

Date:

Signature: (Chair of Governors/Board]