



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

‘At St. Nicholas, we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.’

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

POLICY SUMMARY

Child Okeford School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives. Through this policy the school aims to enable all SEND children “to be the best they can be” by implementing an inclusive curriculum and well monitored systems.

This policy was written in line with guidance from Dorset County Learning & Inclusion Services,
Contact: **01305 224063**

DATE ADOPTED
November 2017

REVISION NUMBER
2

LAST REVIEW
November 2018

NEXT REVIEW
November 2019

1. **Compliance**

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

- (i) Equality Act 2010: Advice for schools – (DfE May 2014);
- (ii) SEND Code of Practice 0 to 25 (July 2014); and
- (iii) Schools SEN Information Report Regulations (2014).

2. **Special Educational Needs and Disability (Send) – School Information**

- (1) The Headteacher has overall responsibility for Special Educational Needs and Disability in Child Okeford School.
- (2) The designated teacher responsible for coordinating SEND provision for children/ young people is: Sarah Salisbury: office@childokeford.dorset.sch.uk. This person is a member of the Senior Leadership Team.
- (3) The person co-ordinating the day to day SEND provision for children/ young people at Child Okeford School is: Sarah Salisbury:office@childokeford.dorset.sch.uk
- (4) The Governor with oversight of the arrangements for SEND and disability is: Carrie Lewis - office@childokeford.dorset.sch.uk
- (5) This policy was developed in conjunction with: staff, governors and parents.

3. **Aims and objectives**

- (1) Child Okeford School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
- (2) The school aims to enable all children “to be the best they can be” by implementing an inclusive curriculum and well monitored systems.
- (3) Children are encouraged to think creatively, face challenges and take risks to further their learning and reach their potential.
- (4) They take responsibility for their learning outcomes by helping to set personal targets and by taking part in regular review sessions.

(5) **Aims**

- (i) To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- (ii) To identify at an early age, individuals who need extra help and support.
- (iii) To enable each child to take part and contribute fully to school life.
- (iv) To develop and monitor an individuals’ self- esteem.
- (v) To provide access to and progression within the curriculum.
- (vi) To motivate and inspire children to work with enjoyment and determination.
- (vii) To involve children in planning to address and monitor their special educational needs and or disability.
- (viii) To work in partnership with parents to support children’s learning and health needs.
- (ix) To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

(6) **Objectives**

- (i) To identify and provide for children who have special educational needs and additional needs.
- (ii) To work within the guidance provide in the SEND Code of Practice, 2014.

- (iii) To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability.
- (iv) To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEN Inclusion Policy.
- (v) To provide support and advice to all staff who work with children with special educational needs.

4. **Roles and responsibilities**

- (1) The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Child Okeford School’s arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website: www.childokeford.dorset.sch.uk. Hard copies are also available from the school office.
- (2) The SENCO at Child Okeford School is responsible for monitoring the needs of vulnerable children in the setting, and ensuring that provision enables progress. A holistic approach is promoted through the SENCO having joint responsibility with the Headteacher for Safeguarding, Pupil Premium, LAC students and pupils with parents in the Armed Forces.

5. **Admission arrangements**

Child Okeford School uses the local authority arrangement for School Admissions. The agreement 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. In addition to this Child Okeford School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Child Okeford School liaises with the local authority, Salisbury Diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority’s website.

6. **Facilities for those with Special Educational Needs/ Disability**

- (1) The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. 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 in ‘The Equality Act 2010 and schools – (May 2014)’. We comply with the requirement to support children with disability as defined by the Act.
- (2) **The school has a range of specialist SEND facilities in place.**
 - (i) Physical environments (wheelchair access, acoustic tiling, disabled parking).
 - (ii) Assistive technology and furniture when required.
 - (iii) Increased access to the curriculum and assistance during examinations.

7. **SEN Information and Local Offer**

- (1) The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.
- (2) We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority’s website. This can

be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

8. Identifying Special Educational Needs

- (1) The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):
 - (i) Communication and Interaction.
 - (ii) Cognition and learning.
 - (iii) Social, emotional and mental health difficulties.
 - (iv) Sensory and/ or physical needs.
- (2) Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.
- (3) Child Okeford School staff use a wide range of tools to assess the amount and level of SEN support required. These include:
 - (i) Ongoing Assessment for Learning as part of well differentiated quality first classroom provision (including regular phonic screening).
 - (ii) Termly progress monitoring through “School Pupil Tracker On Line” (Data based on formal assessment procedures).
 - (iii) Six monthly bench-mark testing in spelling and reading.
 - (iv) Informal and formal dialogue with parents/ carers and other members of staff.
 - (v) Termly SEND reviews with Class teachers and SENCO.
 - (vi) Annual analysis of the effectiveness of interventions.
 - (vii) Regular meetings with Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Outreach workers and other specialists as relevant.
 - (viii) Formal assessments by Special Educational Needs Support Service (SENSS).
 - (ix) Six monthly reviews of provision and targets with pupils and parents.
- (4) Learning needs are managed either by using additional support or by having an Educational Health Care Plan. The majority of children with special education needs or disability will have their needs met by the school.
- (5) Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.
- (6) High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a ‘graduated response’. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.
- (7) Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child’s parents /carers **must** be informed verbally and in writing that special educational provision is being made.
- (8) The SENCO will use the school’s tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.
- (9) Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified

as far as possible and addressed appropriately using additional processes and other strategies:

- (i) Attendance and punctuality
- (ii) Health and welfare
- (iii) English as an Additional Language
- (iv) Pupil Premium
- (v) Looked After Children
- (vi) Service children
- (vii) Disability where there is no impact on progress and attainment
- (viii) Behaviour where there is no underlying SEND
- (ix) Bereavement and family issues.

9. **Managing SEND children in our school**

Where a child is identified as having SEND and or a disability **Child Okeford School** adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents /carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

10. **Annual cycle for assessing, planning, delivering, reviewing and recording provision at Child Okeford Primary School**

(1) **July:**

- (i) Teachers meet with SENCO to review assessment data, progress, specialist advice intervention/support strategies and Individual Education Plans.
- (ii) Changes to provision are discussed in line with the schools systems for a graduated response (see below).
- (iii) Teachers meet with parents to discuss the above and set new targets and provision.
- (iv) SENCO devises timetables and provision for Autumn term based on above discussions.

(2) **December:**

- (i) Bench mark tests in reading carried out by SENCO and in spelling, by class teachers.
- (ii) Formal termly assessments for core subjects carried out by class teachers.
- (iii) Teachers meet with SENCO to review assessment data, progress, specialist advice intervention/support strategies and Individual Education Plans. Changes to provision are discussed in line with the schools systems for a graduated response (see below).
- (iv) SENCO and Class teacher meet with parents to discuss progress and changes to provision.
- (v) SENCO devises timetables and provision for Spring term based on above.

(3) **March:**

- (i) Formal termly assessments for core subjects carried out by class teachers.
- (ii) Teachers meet with SENCO to review assessment data, progress, specialist advice intervention/support strategies and Individual Education Plans. Changes to provision are discussed in line with the school’s systems for a graduated response (see below).
- (iii) Teachers meet with parents to discuss the above and set new targets and provision maps.
- (iv) SENCO devises timetables and provision for Summer term based on above discussions.

(4) June:

- (i) Bench mark tests in reading carried out by SENCO (NARA and Salford) and in spelling by class teachers. (Markell).
- (ii) Formal termly assessments for core subjects carried out by class teachers.
- (iii) SENCO reports to Governors.

11. The graduated response at Child Okeford Primary School

- (1) Concerns raised by parents, staff or pupil about lack of progress, attainment or specific difficulties.
- (2) Discussions ensue between stakeholders (including the SENCO) and relevant support is implemented within the classroom setting. Progress is monitored and the pupil will be placed on a register for children causing concern.
- (3) Regular reviews will take place to monitor the impact of increased support (see above cycle).
 - (i) If the pupil responds to support, this will be maintained as appropriate and may be withdrawn if the pupil is making sustained progress over a period of 3 reviews.
 - (ii) If the pupil fails to respond to extra classroom support this will be adjusted and new strategies employed. If he/ she continues to make slow progress he/ she will be placed on the School SEND register and parents will be informed of this both verbally and in writing.
- (4) Children who are placed on the SEND register will require support beyond the normal classroom differentiated curriculum in order to make good progress. This may be on an individual or group based basis and will be designed to target specific learning difficulties. Progress will be monitored as above and pupils will be given a “Provision Map” to document their support.
 - (i) Pupils making good progress will be monitored for at least 3 reviews and support will be maintained until the pupil has caught up with his/ her peers. He/ she may be removed from the register and returned to “Cause for Concern” if all stakeholders are in agreement. Progress will continue to be monitored.
 - (ii) Pupils not making good progress will be offered changes to their provision in consultation with SENCO parents and teaching staff. Progress will continue to be monitored closely.
 - (iii) Some pupils not making progress may be referred to external specialists for further advice (see below) These pupils will be given individual education plans to target specific areas of need and will also receive a “Provision Map” as above.
 - (iv) Some pupils may require an even higher level of support and will be considered for an EHCP - see below. These pupils may be supported on a one-to-one basis in class in order to make good progress and gain full access to the curriculum.

12. Who keeps information up-to-date?

- (1) Staff update provision maps on “School Pupil Tracker” at the start of each term.
- (2) Following the termly SEND review meetings between class teachers and SENCO, an agreement is reached regarding any changes in the levels of support required by pupils. SENCO updates the SEND register accordingly at the start of each term and this is fed in to the termly census data collection.

13. **What happens if the school requires external advice to support a pupil?**
If a child continues to make poor progress despite high levels of intervention and support within school, the SENCO will make referrals to specialist agencies. These referrals will include evidence of interventions and strategies used and resulting progress.
14. **How does the school go about seeking external advice and support?**
(1) Once the decision has been made to seek external advice, the SENCO will consult with parents and gain permission to proceed with the referral. Details of the pupil's strengths, difficulties, past support and progress will be included in the referral and a summary of desired outcomes.
(2) Where services have to be paid for, the SENCO will consult with the Headteacher and consider funding plans and records to accommodate this.
15. **What happens if the school identifies that it requires additional funding and support from the Local Authority's High Needs Block?**
Occasionally pupils will require a very high level of support in order to access the curriculum and make good progress. In such cases the school will have already sought external advice and will have implemented strategies as advised. They will have employed extra staff to meet the child's needs and will have evidence to show that the provision is needed and has had an impact. The school will have held planning meetings and discussions with their designated Educational Psychologist who will be in support of the application for extra support. Parents will be consulted and involved throughout this process and will be offered support and guidance from relevant bodies to help them through the process. The school will liaise with their LEA caseworker and procedures will be followed to assess whether or not a pupil requires an EHCP. This procedure will be carried out in line with the SEND code of practice 2014.
16. **How does the School respond when it requires advice and support for pupils with social and emotional difficulties?**
The school may feel a need to refer a pupil to multi agency support networks for social and emotional reasons. In order to do this they must raise a concern through the "North Dorset Partnership Zone" or the Social Service's "MASH team." Families may or may not be aware that the school is doing this. The school will need to submit as much information as possible at this stage in outlining its concerns. The document will be received centrally and will be allocated to an appropriate person for action.
17. **How are pupils and parents/ carers involved?**
The school will strive to involve families and pupils in the above process wherever possible and discussions will take place to inform the process and identify needs and requests for support.
18. **What is the process for capturing information and informing staff/ SENCO about children with specific needs and how progress is tracked?**
(1) **Step 1:** all information is gathered from:
(i) Previous schools or educational provision and / or within the school itself.
(ii) Parents.
(iii) The child.
(iv) Where appropriate external agencies, including any specialised assessments.
(2) **Step 2**
Discussions take place and provisions are made to meet the pupil's needs.
(3) **Step 3**
Ongoing assessment and review.

- (4) This process is repeated regularly throughout the year. This is in accordance with sections 6.36 to 6.56 and 6.58 to 6.78 of **SEND Code of Practice 2014**. Please refer to the school's 'Annual Cycle for Assessing, Planning, Delivering, Reviewing and Recording Provision' and our school's 'Graduated Response'.

19. **Monitoring and Evaluation of Special Educational Needs & Disability**

- (1) The school operates a termly system of formal observations of teaching staff in the core subjects. These observations include a focus on SEND provision.
- (2) Planning is scrutinised regularly. Vulnerable children are identified and differentiation is checked.
- (3) Delivery of interventions by Teaching Assistants is also monitored through discussions, written evaluation notes and more formal observations.
- (4) Staff are consulted about changes to provision and effectiveness of interventions.
- (5) The views of parents of children with SEND are sought termly through the Parents' Forum.

20. **Coming off the SEND Record**

- (1) A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.
- (2) A child with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice. The ceasing of an EHCP is determined by the local authority where a child no longer requires the special education provision as specified in the EHCP. However a child's progress will continue to be monitored by using the school's tracking systems.

21. **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.

22. **Supporting Children with Medical Conditions**

Child Okeford School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Child Okeford School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Child Okeford School policy on "Supporting children at school with medical conditions".)

23. **Transition arrangements**

- (1) Child Okeford School is committed to ensuring that parents/ carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents /carers and agree the information that should be passed to the next phase of education.
- (2) **Entry in to Child Okeford School:** The school liaises with pre-school settings, parents and professionals in order to ensure good transition in to school. Multi-agency meetings are held where appropriate and specific arrangements are made to

accommodate the needs of new children. An enhanced transition programme is set up where necessary and photographic familiarisation booklets are also used to assist transition.

- (3) **Transition from class to class within Child Okeford School:** Some pupils will require extra support when changing class and the school discusses these needs during the March SEND reviews. Relevant arrangements are made to support transition which may include early visits to the next class, photographic booklets to familiarise pupils with new environments and opportunities to work with new teachers.
- (4) **Exit from Child Okeford School:** During the spring term prior to transition the SENCO establishes contact with the SENCO in schools who are to receive pupils with SEND. Transition meetings are held where relevant information is shared and where necessary enhanced transition programmes are initiated.
- (5) For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHCP will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHCP. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

24. **Training and resources**

- (1) Training needs are identified through a process of analysis of need of both the staff and children. The school operates an effective performance management system where staff identify areas in which they require training. Also, the SENCO sign posts staff to courses which are relevant to the needs of pupils in their care.
- (2) INSET programmes cover new initiatives and re-visit major areas of need such as Dyslexia, ASD, ADDHD, Behavioural and Emotional difficulties and Speech and Language through the use of Government advice (IDPs). Outreach links are made with local Specialist schools to enhance understanding and resources for pupils with high levels of need.
- (3) The SENCO will provide information on specific needs for new staff.
- (4) The SENCO works with other local SENCOs as well as attending network meetings and briefings. Additional CPD needs are identified through Appraisal and provision for this is planned in.
- (5) Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.
- (6) Appropriate training is actively sought for Governors and staff with responsibility for supporting children at school with medical conditions.
- (7) The school also regularly reviews the training needs for staff and governors with regards to off-site activities.

25. **SEND information**

- (1) Child Okeford School presents its SEND information in three ways:
 - (i) by information placed on the school website which can be found: www.childokeford.dorset.sch.uk;
 - (ii) by following the link from the school website to the local authority's Local Offer website through information contained in this policy which is also published on the school website.: www.childokeford.dorset.sch.uk; or
 - (iii) all information can be provided in hard copy and in other formats upon request.
- (2) Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority websites.

26. **Accessibility**

Child Okeford School publishes its Accessibility Plan on the school website; this information can be found www.childokeford.dorset.sch.uk. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found: www.dorsetforyou.com/local-offer.

27. **Complaints**

- (1) It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent /carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.
- (2) Child Okeford School publishes its Complaints Policy on the school website; this information can be found: www.childokeford.dorset.sch.uk.

28. **Reviewing the SEND Policy**

This policy will be reviewed and updated annually in conjunction with staff, parents and governors. This is done as part of our annual school self-review cycle. Governors and staff meet to review the SEND provision; parent views are sought through the termly forums and pupil views are gathered through the Headteacher and subject leaders annual monitoring.

29. **Links to other related policies**

This policy should be read in conjunction with the following policies:

- (i) SEND Information (including Local Offer);
- (ii) Supporting children at school with medical conditions;
- (iii) Accessibility Plan;
- (iv) Equality information and objectives;
- (v) Safeguarding;
- (vi) Anti bullying; and
- (vii) Data protection.