

## **SEN and Disability Policy September 2021**

### **Conifers Primary School**

RRS Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

### **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:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION**

The Head teacher has overall responsibility for Special Educational Needs and Disability in Conifers Primary School

The designated teacher responsible for coordinating SEND provision for children/young people is: Jackie Roper who can be contacted through - [office@conifers.dorset.sch.uk](mailto:office@conifers.dorset.sch.uk) this person is a member of the Senior Leadership Team. Jackie also co-ordinates the day to day SEND provision

The Governor with oversight of the arrangements for SEN and disability is: Dorothy Woods

#### **Visiting Professionals-**

Claire Cavanaugh- Specialist teacher  
Joyce Horaib - Educational Psychologist  
Jackie Pennick -Educational Psychologist  
Louise Arnold -Speech & Language  
Michelle Christopher -Hearing and visual support  
Virtual Schools supporting Looked after children.

Thrive leader Donna Newport  
Emily Fry- Emotional health and family Liaison

#### **Teaching Assistants with specialist input**

Jackie Carr Speech & Language  
Kathy Why ELSA and ASD strategies

Nicky Cleaver ELSA support  
Julie Taylor Learn to move and 1:1 Literacy

## **VISIONS AND AIMS**

Conifers Primary 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.

We will 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.

### **Aims**

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help in order that they receive the support where needed in their academic progression, physical and mental health, and wellbeing;
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that helps them to support children with special educational needs and disability.
- To ensure the safeguarding of all children / young people and enable them to learn and grow independently in a safe environment;
- 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.
- 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
- 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.
- Create an environment where children / young people feel safe and free to voice their opinions of their needs.
- Eliminate unlawful bullying and tackle discrimination.
- To provide support and advice to all staff who work with children with special educational needs

## **ROLES AND RESPONSIBILITIES**

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 Conifers Primary School arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. The Governor with oversight of the arrangements for SEN and disability at our school is: Dorothy wood

The Inclusion leader will hold details of all children on the SEND code of practice and any Individual Education Plans and subject targets for individual children / young people.

In our school the Inclusion leader:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- together with class teachers and the Head Teacher, acts as a link with parents;
- together with the Head Teacher acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- tracks the attainment of children on the Code of Practice,
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff;
- co-ordinates the work of Teaching Assistants (SEN);
- carries out the annual SEN Self Evaluation of Provision.

Class Teachers

- have the responsibility of the identification of pupils with SEND and, in consultation with the Inclusion Leader, the development of provision for those pupils;
- keep the Inclusion Leader informed about pupils' needs and progress;
- review individual pupils' progress;

- consult the Inclusion Leader whenever individual pupils are not making expected progress

SEND provision, services and data and is monitored by the Senior Leadership Team.

## **ADMISSION ARRANGEMENTS**

Conifers Primary 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 we make appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with the local authority 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 school and local authority's website.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported on annually to the Governing Body in compliance with legal requirements.

The school has a range of specialist SEND facilities in place.

- Physical environments (lifts, wheelchair access,)
- Angle boards for written work, wedge cushions, sensory resources and reflection spaces.
- Assistive technology I pads, Dictaphones, laptops, radio microphones.
- Increased access to the curriculum and assistance during examinations

## **SEN INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. .

This is also on the and authority's website which can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school or other Dorset schools

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

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.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

## Identification

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

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

Many of the children who join our school have already attended a previous education setting. In many cases children join us with their needs already assessed. All our children are assessed so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Children's progress is continuously monitored and assessments are made through teacher assessment, standardised tests and on-going observations.

Learning needs are managed either by using additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

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.

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 sufficient progress, it is possible that a child may have special educational need. If a child has been identified as having special educational needs a support plan or Personal Progress Review with targets will be actioned and the school will keep a careful record of this in order to monitor progress.

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 that special educational provision is being made.

The Inclusion Leader 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.

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.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare

- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

## **MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEND and or a disability, we adopt a process of “Assess, Plan, Do, Review”.

The principle is firmly embedded in working closely with parents / carers and children to agree actions and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

1. Assess –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 Inclusion Leader will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. Do – our Inclusion Leader 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. Parental permission will always be sought prior to this.

External professionals will be asked to provide support in the planning and implementing provision.

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.

When a child has made sufficient progress, they remain on the school’s SEN register and continue to be monitored.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

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.

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and children

throughout the year. The school strives to narrow the achievement gap between children who have special educational needs and those who do not.

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.

### **COMING OFF THE SEND 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.

### **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.

### **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Conifers primary 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 Conifers primary school are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the SCHOOL'S policy on "Supporting children at school with medical conditions".)

### **TRANSITION ARRANGEMENTS**

Conifers primary 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.

All SEN paperwork and information should be passed to the Inclusion leader as soon as possible. If the child is making a transition from another school, the SENCos/Inclusion leaders 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 entry to the school. The child will be closely monitored from the time they start at the school to ensure that all special educational needs are available and appropriate.

In the summer term children are given the opportunity to meet with their next class teacher on changeover day and prior to this the children get the opportunity to spend time in the other classes on Fridays in golden time, class teachers also read stories in the other classes to give all children a chance to get to know them.

Transition into school from Pre-school to reception starts in the spring term with visits by reception teachers to do activities with small groups and visits from the children to reception each week.

The reception staff also arranges 'stay and play' sessions after school for Pre-school children to attend to get used to the setting and the adults.

## **TRAINING AND RESOURCES**

Conifers Primary school 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 Inclusion Leader and senior leadership team ensuring that training opportunities match school priorities. The Inclusion Leader 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.

## **SEN INFORMATION**

Conifers Primary school presents its SEN information in three ways:

- by information placed on the school website which can be found in the section on SEND This has the following information or links to -
  1. SEN policy
  2. Accessibility plan
  3. The local offer
  4. Policy for supporting children with medical needs
  5. Equality policy
  6. Admissions information.
  7. Intimate care Policy

- 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.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

### **Special educational needs and exceptional circumstances-COVID 19**

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that are involved at this time, so teachers and the Inclusion leader should plan to meet these needs, for example using social stories

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

### **COMPLAINTS**

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 has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the Inclusion leader.

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

Date:

Signature: (Chair of Governors/Board)

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually.

This is done through staff meetings and meetings with governor's parents and carers will be invited to be involved through the school website and through questionnaires sent to parents

## **LINKS TO OTHER INFORMATION**

This policy closely links with other policies, plans and information produced by Conifers Primary School which is on the schools website.

Accessibility Plan

- 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 information more accessible to our disabled pupils by providing information in a range of different ways.

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), Conifers Primary School 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 SEN Information Report and Local Offer can also be found on the school website.

Reviewed October 2022