



# Great Dalby Primary School Special Educational Needs and Disability & Inclusion Policy

## August 2021-2022

Ratified by the Local Advisory Board: \_\_\_\_\_ (Sign and Date)  
To be reviewed September 2022

Great Dalby Primary School is a supportive, caring and challenging learning environment where we aim to inspire creative minds and develop ambitious individuals who will become confident, independent learners.

# Great Dalby Primary School

## Special Educational Needs and Disability & Inclusion Policy 2021

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND code of practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENDCo in liaison with the SLT and the LAB. Parents will be encouraged to comment on the policy.

### SECTION 1

- The person with responsibility for SEND coordination is Mrs Lucy Anderson, SENDCo and Head teacher. She can be contacted on the school phone number 01664 562750.
- Mrs Lucy Anderson holds the National Award for SEN Coordination
- The SENDCo is a member of the Senior Leadership Team (SLT)

Great Dalby Primary School is an inclusive setting. All children are given equal opportunities to participate in all our activities, regardless of any additional needs they may have. In accordance with Great Dalby Primary School's philosophy, the staff and governors believe in a whole school approach to children with Special Educational Needs and Disability (SEND). We aim to remove barriers to learning and support personal and academic growth. We believe in providing every possible opportunity to develop the full potential of all children so that all children are valued and their self-esteem promoted. We believe that all children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training (SEND Code of Practice 0-25 (September 2014) Para.6.1)

### The aims of the school are:

- a) To provide a happy and secure environment in which all children, including those with Special Educational Needs and/or a Disability, can feel positive about themselves.
- b) To ensure all children experience a broad and balanced curriculum which will enable them to develop to their full potential intellectually, emotionally, physically and socially.
- c) To ensure children with Special Educational Needs and/or disability have full access to the National Curriculum, extra curricular activities and the wider curriculum of the school.
- d) To develop co-operation and communication with parents, support agencies and other schools.

## Rationale

### Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

SEND Code of Practice 0 – 25, September 2014. Definition of Special Educational Needs and Disability (SEND)

At Great Dalby, every teacher is expected to be a teacher of every child or young person including those with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We are committed to high quality teaching that is differentiated and personalised and strive to provide a curriculum which is accessible to, and meets the individual needs of the majority of children and young people.

We recognise that some children and young people need educational provision that is additional to and different from this and we will make our best endeavours to ensure that special educational provision is made for those that need it.

We aim to know where children with SEND are in their learning by:

- Ensuring decisions are informed by the insights of parents and the children themselves.
- Having high expectations for all children.
- Tracking their progress towards their targets.
- Reviewing the additional to and different provisions that are made for them.
- Promoting positive outcomes in personal and social development, and
- Ensuring that the approaches we use are based on the best possible evidence and are having the required impact on progress

Many children and young people who have SEND may have a disability under the Equality Act 2010. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people. At Great Dalby Primary School we follow the guidelines – see page 16/17 in SEND C of P 2014

## Partnership

We recognise the vital role of parents/carers in the identification assessment and response to their child's special educational needs. We aim to work in partnership with parents/carers, valuing their views and contributions and endeavor to keep them fully involved in their child's education.

We recognise the importance of early identification and assessment of pupils with special educational needs. We have practices and procedures in place which aim to ensure that all pupils' special educational needs are identified and assessed and the curriculum is planned to meet their needs.

We try to ensure that the needs of pupils are identified and assessed and the appropriate support strategies are implemented. If additional specialist advice and support is necessary, we contact the appropriate external agencies.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting pupils' special educational needs. We actively support the establishment and maintenance of close links with all agencies working with the child.

We believe in the involvement of the child and the importance of taking their views into account. We make every effort to involve the child in decision-making about their education.

## **Objectives**

### **The objectives of our policy are:**

- To work within the guidance provided in the SEND Code of Practice – September 2014
- To identify and monitor children's individual needs from the earliest possible stage (including transition from pre-school) so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with SEND. This includes an individualised provision map which ensures that the targets in there are specific, measurable, achievable, realistic and time related (SMART);
- To work in close partnership with children, parents/carers involving them in the identification and review of the targets set for individual children and where necessary those targets identified in their Provision Maps and Individual SMART Targets.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs;
- To operate a 'whole pupil, whole school' approach to ensure that all children in our school have full access to all elements of the curriculum with the management and provision of support for SEND.
- To provide a Special Educational Needs and Disability Co-ordinator who will work with the policy and provide support and advice for staff working with pupils with SEND.

## **SECTION 2: AIM**

Great Dalby is an inclusive school where pupils with special educational needs are regarded as full members of the school community. All children attending the school have full access to the environment, resources, staff and activities. The school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

The school curriculum is planned and differentiated to meet the range of individual needs of all pupils. The curriculum is further modified on a short term planning basis to meet specific individual's special educational needs. The school provides extra support, when necessary, to ensure that children with special educational needs are able to access the full curriculum. Moreover, teachers make a careful selection of resources to facilitate further access to the curriculum.

### **Access/Admission Arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed Leicestershire Policy. We strive to be a fully inclusive school where all children will be treated according to their individual needs.

Access into school is good for all staff, children and visitors. The children are taught in two separate buildings; the Foundation Stage and Key Stage 1 children are taught in a building with ramped access on a level site, there is also an accessible toilet facility and a shower. The Key Stage 2 teaching areas are on a level site in the main school building where there is wheelchair access at 2 doors, including main reception. There is also an accessible toilet in the main building. We work closely with all outside agencies on entry to school if appropriate for individuals with SEND. If a child is transferring into the school with a SEND Support Plan (SSP) or Education Health Care Plan (EHCP), the continuation of this support will be negotiated with the appropriate LA personnel to ensure that the needs of the child can be met.

## SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

### Identification and Assessment of Pupils Needs

There are four broad areas that give an overview of the range of needs that might be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. Therefore, we identify the needs of our pupils by considering the needs of the whole child, which includes not just the special educational needs of the child or young person.

#### *Communication and Interaction*

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

#### *Cognition and learning*

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning and includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### *Social, emotional and mental health difficulties*

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Children's behaviour can be a symptom of an underlying need. We aim to identify the reasons behind challenging behaviour rather than identifying behaviour as an SEND.

#### *Sensory and/or physical needs*

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

At Great Dalby, we aim to identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

NB: There are other factors which are NOT SEND but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

Early Identification:

As a whole school we know and understand that early identification is vital. The class teachers and other adults working in the classroom are key in identifying initial concerns about a pupil, their needs and progress being made. All children's needs will be met through the delivery of quality first teaching, including differentiated teaching and learning activities. However, where through careful identification and assessment we, and or parents & carers, determine that a child is not making adequate progress, the class teacher will consult the SENDCo and raise an **'initial**

**concern'**. Where parents or carers have a concern about the progress of their child they should raise the matter with their child's class teacher who will inform the SENDCo.

To ensure a child is correctly placed on the SEND record, the class teacher is requested to complete an **Initial Concerns form** to record their concerns and to share these with parents. At this point class based differentiation and adult support should be given and the child's progress should be monitored closely. Where appropriate, short term intervention programmes may be used. In consultation with parents, the child and the SENDCo, the Initial Concerns form will be re visited (usually after a six week period) and a decision made as to whether placement on the record is appropriate. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child by devising an **a provision map**.

The school is sometimes notified of a child's special educational needs on entry by the parents or carer. In some circumstances an outside agency for example the Speech and Language Service may notify the school of a child's special educational need. When considering whether a child has a special educational need the school will follow the identification process guidance provided by the LA. Concerns can be triggered by parents, at this stage information will be gathered, including a discussion with the pupil and their parents in order to develop a good understanding of the child's strengths and difficulties, parental concerns, outcomes and the next steps. For higher levels of need we may seek advice from external specialists. Consideration of whether special educational provision is needed will be led by the desired outcomes, including expected progress, attainment and the view and wishes of parents and the child. Children will only be identified as SEND and placed on the SEND Record if they make less than expected progress despite high quality, personalised and differentiated teaching, and adjustments to classroom provision and/or interventions.

The code of Practice (2014) identifies less than expected progress which (p.84):

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The quality of teaching is regularly and carefully reviewed for all pupils, including those at risk of underachievement. This takes place through timely observations and monitoring. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If it is decided that a child does have a SEND then the parents will be informed and the child will be placed on the SEND Support Record. Actions will be put in place to remove barriers to learning and effective SEND support put into place.

This SEND Support will take the form of a 'graduated approach'. This is a four-stage cycle through which earlier decisions and actions are revisited, refined and revised to create a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

### ***The Graduated Approach to SEND Support***

**Assess:** the class teacher, working with the SENDCo will decide on the child's needs using the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's pupil progress tracking system, attainment, and behaviour, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

**Plan:** The teacher will meet with parents to agree on the provision to be put in place and the expected outcomes for that provision with a clear date for review. This may involve increased differentiation in the classroom or a targeted intervention.

**Do:** The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The role of the SENDCo is to support the class teacher in the further assessment of the child's particular strengths and weaknesses.

**Review:** The progress of the pupil and the impact of the SEND provision will be regularly monitored. SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, we or the parents can consider requesting an Education, Health and Care assessment from the local authority.

### **Education, Health and Care Plans**

A very small number of children need to have an Education Health and Care Plan to ensure that their very individual needs can be fully met. They are given a banding according to need and this equates to an amount of money the school is given by the LA to support the child. This funding is used in a variety of ways including providing additional support and the purchase of specialist equipment and resources or specialist advice. Children with Education Health and Care Plans will continue to have detailed provision maps which are regularly reviewed by all involved with the child. Teaching Assistants (TA's) have clear guidance as to the child's individual targets for each curriculum area and review progress daily. Once a year there is an Annual Review where all involved meet to discuss the child's progress towards meeting the objectives in the Education Health and Care Plan, the level of provision needed and to set targets for the child to achieve over the next year.

### **Role of the Special Educational Needs and Disability Co-ordinator**

The SENDCo is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEND policy
- Keeping the school's SEND record up to date
- Co-ordinating targets and provision maps
- Ensuring the reviews of targets and provision maps are completed including involvement of all relevant parties, including the child and parents/carers – these must be signed
- Ensuring that provision maps and targets are used as a working document
- Liaising with external agencies
- Providing advice to staff, supporting and liaising with them
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and, where necessary, support the completion of Provision Maps, thus ensuring that children make progress
- Identifying in-service training for staff and where necessary contributing to and leading the continuing professional development (CPD) of staff
- Monitoring use of the budget allocation for SEND
- Together with SEND governor, update and review the SEND policy every two years or sooner if national guidelines change
- Co-ordinating the teaching and LSA support for children with SEND
- Over seeing and maintaining specific resources for special educational needs
- Co-ordinating the range of support available to children with special educational needs;

### **The role of the Governors**

The school's governing body must appoint a named governor whose responsibility it is to have an overview of the school's SEND provision and to keep the governing body informed of matters relating to this provision. The SEND Governor is Debby Hardy.

The SENDCo's annual report to governors will review the progress made in the provision and any alteration to the SEND policy.

### **Organisation of support and arrangements for co-ordinating provision for children with SEN**

The needs of the majority of children will be met in the classroom and all teachers are teachers of SEND. Therefore teachers are expected to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be

transferred to the classroom. The SENDCo, and SEND Governor will normally oversee this provision to ensure it meets the objectives of this policy.

This can be done in a variety of ways:

- Differentiated lesson planning
- 1:1 or small group work either in the classroom or withdrawal
- Planned intervention groups
- Specific tasks being given to the child
- Tasks sent home with the child
- Peer group support or 1:1 peer support

### **Resources**

Equipment and materials are kept in a central area, giving easy access to teachers. The resources are audited regularly and shared with all staff. All confidential files are locked in a central cupboard key is kept locked in the office.

### **Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision the SENDCo/Head Teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the SDP and performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the Head Teacher, and information provided during the annual evaluation of the school's overall SEND provision.

### **Partnership with parents/carers/children**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the IEP. The school will also update parents/carers with relevant information.

### **Links and Use of Outside Agencies:**

Links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally involve the Local Authority (LA) including the Special Educational Needs Advisory Service (SENA), the school's delegated outreach worker from Birch Wood Special School, the Educational Psychologist, the Specialist Teaching Service (inc. Visual Impairment Team, AOS and Hearing Impairment team), Occupational Health, Speech and Language Therapist, Behaviour Support, Care Navigation and any other relevant personnel. Any or all of these agencies may be involved in the provision and/ or intervention, delivery or review of targets set to ensure children's attainment is raised. There are strong links between the school, BEP and STEP networks.

### **Links with other schools, agencies including the voluntary sector and local community**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to the local Early Years setting. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Any children, including those with SEND, who transfer from other schools are supported through their induction to the school by the class teacher, SENDCo and by their peers to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Secondary School representatives will be contacted to meet with the class teacher and/or SENDCo to discuss any Year 6 pupils transferring.

## Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher in the first instance. If this proves unsuccessful the matter should be referred to the SENDCo/Head Teacher. Should the matter still be unresolved the parents/carers should contact the Chair of Governors. If the complaint remains unresolved the complaint should be taken to the Bradgate Education Partnership. Please see our Complaints Policy for further information.

### **Date of review:**

This policy will be reviewed in August 2022 or earlier should new directives be issued by the Government. This policy will also be available on the school website.

Reviewed and Amended by Lucy Anderson (SENDCo)  
August 2021

..... Signed

Approved by Governing Body

Date .....

..... Signed

### **Great Dalby SEND Staff 2021 – 2022**

SEND Governor – Debby Hardy

SENDCo - Lucy Anderson

SENDCo – Katie Stansfield is supporting from Gaddesby Primary School whilst SENDCo is on maternity leave.

LSAs – We have a number of LSAs supporting children with EHCPs

## **Principles underpinning the Code of Practice**

1.1 Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help

them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

1.2 These principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with special educational needs (SEN)
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

(SEND Code of Practice 0 – 25 (September 2014))