

# Special Educational Needs Policy

## 2022-2023

Reviewed	December 2022
Frequency of Review	Annually
Written by	Headteacher/ SENDCo
Approved by:	Headteacher/LAB

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 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 (July 2014)
- School SEN 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

Great Dalby Primary School is a mainstream primary school in Leicestershire. We believe that with the co-operation and support of parents, staff and governors, we are committed to being a caring and inclusive school. We aim to deliver a world class education where learning and teaching are exciting, challenging and creative within a safe, nurturing environment.

We endeavour to promote self-esteem, independence, resilience and self-motivation. We aim to assist pupils in developing skills to become independent life-long learners who will succeed and contribute responsibly in the global community.

At Great Dalby Primary School the Special Educational Needs Co-ordinator is Mr James Bryan, who is also a Year 6 teacher.

## Aim

At Great Dalby Primary We are committed to using our best endeavours to provide an appropriate and high quality education for all children at our school, which enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

## Objectives

To achieve this aim we will:

- a) Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
- b) We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.
- c) We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
- d) Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
- e) Support pupils themselves to participate in discussions and express their views and be fully involved in decisions, which affect them encouraging them to become increasingly effective, self-advocates.
- f) Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
- g) Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
- h) Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The head teacher, SENCo, all staff and the Local Advisory Board will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

## Admissions of Pupils With SEND

Admission to Great Dalby Primary School will not be refused because of a belief that the school cannot cater for the child's special educational needs.

Pupils with special educational needs but not an Education Health Care Plan (EHCP)/Statement are dealt with through normal admissions policy – Great Dalby Primary School cannot refuse to admit a pupil because (s)he does not have an EHCP/Statement or is being assessed for an EHCP/Statement.

All Governing Bodies are required by section 324 of the Education Act 1996 to admit to a school a child with an EHCP/Statement of Special Educational Needs if that EHCP/Statement names the school. This is not an oversubscription criterion and such children will be admitted whether the school has a place or not.

## Identification of Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for **special** educational provision to be made for them, that is provision **different from or additional to** that normally available to pupils of the same age. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

### A pupil has a learning difficulty or disability if he or she:

- Has a **significantly** greater difficulty in learning than most others the same age, which means they require **additional and different** provision to that which we provide in our standard teaching (Quality First teaching and differentiation). Children who have **special educational needs** are **unable to make progress without this additional and different provision because** they have a significant special educational need.
- Has a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEN is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is **significantly** slower than that of their peers starting from the same baseline
- fails to respond to Quality First Teaching and differentiation including small group work
- is unable to make progress without more long term (over a year) specialised support in a small group or 1:1
- 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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

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## **Broad areas of need as outlined in the SEND Code of Practice (2014)**

These four broad areas give an overview of the range of needs that the school plans for and 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.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

### **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.

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 often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole children will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman
- Low attainment
- Gaps in education
- A learning delay with a positive trajectory

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

### **The Graduated Approach to SEN Support**

The Graduated Approach to SEN is a four part cycle (**assess - plan - do - review**) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of the pupil needs to make good progress and secure good outcomes. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of a child.

#### **Steps to Identifying a child with special educational needs.**

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

#### **Step 1: Early Identification: Assess Plan Do Review Form**

Sometimes, it may be that children are not making progress through Quality First Teaching and Adaptive Teaching and the 'catch up' programmes introduced by the class teacher do not appear to be effective in helping a child to make progress, therefore where a pupil's needs appear persistent, the class teacher will complete a **Step 1: Early Identification: Assess Plan Do Review Form** and arrange to meet with the SENCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting if appropriate, and share their perspective and where appropriate, the child's views will be also be sought. Next steps for the child will be discussed; these may include:

- The administration of more detailed assessments to gain information about reading, spelling, comprehension, phonological awareness, maths and physical, social and emotional difference.
- The decision to seek advice from specialist agencies.
- An analysis of whether the lack of progress is due to factors which may not be described as SEN, such as low attainment and gaps in education.

The school can involve specialists at any point to for advice regarding early identification and effective support. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents agree. It is the SENCo's role to contact any specialist agencies and ensure that the involvement of specialists and the outcomes from these meetings-is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- The Autism Outreach team
- The Outreach Support team at Dorothy Goodman
- Ashmount and Forest Way Special Schools
- Oakfield Short Stay Inclusion Forum and in school advice
- Social Care
- Leicestershire NHS Partnership Trust via the FYPC
- Early Help
- Family Learning

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEN budget and will be monitored by the SENCo and head teacher.

At this stage targets are produced and any necessary provision and interventions may be put into place for the child to improve progress. Initially, these will be time limited and short term (Usually 6 weeks). These will be reviewed after an agreed time to evaluate progress and decide next steps. The child will be placed on the schools SEN Monitoring list.

At Early Identification, the class teacher may not be worried about progress, they may have other concerns such as behaviour, difficulties with socialisation and friendships and emotional issues not affecting progress for example. These will be recorded on the Early Identification: Assess Plan Do Review, but may not need targets at this stage.

The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality, adaptive teaching for individual pupils is seen as the first step in responding to pupils' who may have SEN, or high quality first teaching and additional assistance/support to access whole class learning.

If **different and additional provision**, beyond that delivered by Quality First Teaching, is required to meet the child's needs as **progress is not possible without it**, the child will then be placed on the school SEN register at 'SEN Support'.

## Step 2: SEN Support

Most children who were previously identified as School Action Plus will require SEN Support.

### SEN Support can be defined as:

*'SEN Support is when a child has a significantly greater difficulty learning than other children which means they require additional and different provision that is different to what we provide in our standard teaching. Children who are on SEN Support are unable to make progress without this different provision because they have a significant special educational need.'* Kate Browning SIP for SEN

*(Refer back to the definition of what is a special educational need).*

Parents are invited in to school to meet with the SENCo to produce a **Step 2 'One Page Profile'** page which is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child, parent and class teacher and acts as a guide to teachers, parents and support staff in school. Also recorded on a **Step 2: Individual Learning Plan** are longer term outcomes for the child and then specific and challenging targets for the child to achieve in a term with suggestions on how these targets might be achieved (provision). Personalised provision and/or specific intervention (which may be 1-1 or in a small group) is put in place to enable the child to achieve these targets.

The teacher and learning support assistant records a short comment about progress made towards each of the targets on the Learning Plan. Parents and pupils are also invited to contribute towards the evaluation of the targets. **Step 1: Early Identification Form: Assess Plan Do Review Forms**, **Step 2: One Page Profiles** and **Step 2 Individual Learning Plans** are recorded using the Great Dalby Primary School approved forms.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCO where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

At this time, parents are invited to review the targets included in the Step 2: Individual Learning Plan and the personalised provision in place for the child. These are discussed with children and parents and agreed next steps/targets are agreed and recorded.

At these meetings parents will be able to discuss the best ways in which they can support their child at home. We actively encourage parents to be involved in their child's education and welcome their contributions to provide the best opportunities for the children.

Children are invited to the review meetings where appropriate. A child's views will always be heard and recorded at the level appropriate to them.

The 'One Page Profile' page is updated every September. Sometimes it may be necessary for this information to be updated during the year.



### **Step 3: The Local Authority SEN Support Plan, Special Educational Needs Intervention Funding (SENIF), and Education Health and Care Plan (EHCP) process**

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider completing a Local Authority SEN Support Plan. This plan allows the school to apply to the Local Authority for Special Educational Needs Intervention Funding (SENIF) or an EHCP.

To inform this decision, the SENCO will have close regard to the local authority's criteria for assessment. This can be found on the Leicestershire Local Offer web site along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process and how they are involved in it.

#### **Removing pupils from the SEN register**

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained and SEN Support is no longer required to ensure this progress is sustained.

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## SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEN

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way
- The SENCo will be available for meetings by appointment through the school office or by email.
- Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer. [www.leics.gov.uk](http://www.leics.gov.uk).
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEN in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may part of or in addition to parents' evening meetings and may be supported by the SENCo.
- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the Local Authority's Parent Partnership Service.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Making use of media such as email to contact parents and for parents to contact school in line the school's Communication policy
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

## SUPPORTING PUPIL VOICE

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCOs and / or SEND Governor, considering adjustments to keep in the light of analysis.

## SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed with the school's policy for Supporting pupils with Medical Conditions in line with the current Department for Education documentation 'Supporting pupils at School with medical conditions' 2014. Governors and staff of Great Dalby Primary School wish to ensure that pupils with medication needs receive appropriate care and support at School. The head teacher will accept responsibility for members of the school staff giving or supervising pupils taking prescribed medication during the School day. Where possible, pupils should be encouraged to self-administer under supervision. It must be stressed that where prescription drugs are administered it shall be by those members of staff that have volunteered unless

medically trained staff are employed at site. It should not automatically be assumed that a qualified First Aider will fulfil this role.

If a child has a long term medical condition an Individual Care Plan will be drawn up for the pupil alongside the parents and the pupil themselves.

## MONITORING AND EVALUATION OF SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through our Provision Mapping tool, where Learning Plans are regularly reviewed for successes and next steps. The Provision Map also facilitates the tracking and effectiveness of interventions. Monitoring and evaluating is also done through scrutiny of data, including Arbor, related to the achievement of pupils with SEN, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEND Governor, Debbie Hardy, also has a role in scrutinising the findings of the school's self-evaluation and relevant DfE data as part of the Local Advisory Board's process of monitoring the effectiveness of the school's SEN Policy.

## TRAINING

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends Leicestershire SENCO Network, BEP SENCo Network, SLT Autism Outreach Cluster meetings in order to keep up to date with local and national updates in SEND.

## FUNDING FOR SEN AND ALLOCATION OF RESOURCES

- a) The school's core budget is used to make general provision for all pupils in the school including pupils with SEN.
- b) In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'.
- c) The amount in this budget is based on a formula which is agreed between schools and the local authority. This formula is based on AWPU (Age weighted pupil unit), prior attainment (sometimes known as low cost high incidence Sen), and deprivation factors (Free school meals).
- d) Neither the core budget and notional SEN budgets are affected by the school census codes 'K' and 'E'.
- e) The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide Special Educational Needs Intervention Funding (SENIF) to meet the cost of that provision.

Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also use of Pupil Premium Funding where a pupil is registered as SEN and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the head teacher and class teachers, the SENCOs will map the targeted provision in place for pupils on the SEN record to show how resources are allocated and to monitor the cost of the whole of our SEN provision. This targeted provision is outlined on the school's Provision Map.

## **ROLES AND RESPONSIBILITIES**

SENDCo :

The key responsibilities of the SENCO are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising a on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

Local Advisory Board and Head teacher:

The Local Advisory Board will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Local Advisory Board is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full Local Advisory Board is kept informed of how the school is meeting the statutory requirements. Our current SEND Governor is Debbie Hardy.

The headteacher, SENCO and Local Advisory Board will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Head teacher will ensure that the SENCo has sufficient time and resources to carry out his functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

## **STORING AND MANAGING INFORMATION**

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use and securely saved electronically on the school's SharePoint. The SENCo will refer to the latest GDPR guidance with regard to storing and sending confidential child records.

## **REVIEWING THIS POLICY**

This policy will be formally reviewed annually. Representatives of parents of pupils with SEN and pupils themselves will be part of this process.

## **ACCESSIBILITY**

The school is built on one level with EYFS and KSI in a separate building, accessible via the playground. We have a separate Foundation Stage building with its own disabled toilet and changing facilities. The main school building can offer wheelchair access to the main entrance via a ramp. Both the main school building and the lower building have a disabled toilet. The Foundation Stage building is wheelchair accessible. The lower building is accessible via the front door and a ramp to the outdoor area.

In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which shows how the school plans to improve access progressively over time and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. Where equipment and facilities that are additional to or different from those already provided, the SENCo would contact the relevant health agencies e.g. Occupational therapist to ensure the appropriate equipment to support the pupils learning in school is available.

For children with higher level needs we carry out a yearly risk assessment on the classrooms to make sure they meet that child's needs e.g. doors or high handles on classrooms where children may be a 'flight risk'.

Pupils with SEN are given the same access to roles and responsibilities as any other child to encourage them to be confident and develop self-esteem. Pupils are represented well, proportionately in after school activities. The School has a very inclusive ethos and there is an Inclusion Policy in place to ensure this remains at the forefront of our future planning.

Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs. The school offers a wide range of extra- curricular activities and clubs.

Risk assessments are completed by staff prior to any educational visits and where appropriate parents are invited to participate.

Learning Support Staff provide extra support for pupils with a high level of need at playtime/lunch times.

If necessary and after discussion with your child's class teacher Mr Bryan, will make an appointment to discuss your concerns and decide, what action, if any needs to be taken.

Mr Bryan is contactable on the main school telephone number 01664 562750 or email at [office@greatdalby.bepschools.org](mailto:office@greatdalby.bepschools.org) Email correspondence should be marked for the attention of Mr Bryan.

## **DEALING WITH COMPLAINTS**

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCo or Head Teacher who will either contact you by telephone or arrange a meeting. If necessary the parents may complain to the governors, our SEND Governor is Debbie Hardy. If they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

## **BULLYING**

It is a Government requirement that all schools have an anti-bullying policy. In 2012 the DfE published Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies. Our school anti-bullying policy reflects this guidance from the Equality Act 2010. Promoting equality of opportunity for disabled people and working to eliminate disability harassment, unlawful discrimination and harassment and promoting equality of opportunity for all regardless of age, gender / transgender, disability or background.

The full school Anti-Bullying policy is available on request.

DfE guidance defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

This can be a particular concern for parents of children with Special Educational Needs. Children with a range of needs including learning disability, sensory impairment and Behavioural, Emotional and Social Difficulties may require specific communication tools, and school staff will need to check their understanding, this may be through the use of pictures or symbols, photographs or drawing. Children may also need more time to explain what might have happened to them, a quieter environment in which to do so and a familiar adult to speak to. All children in school with additional needs have an 'All about Me' or 'Support Profile Page' outlining their strengths, difficulties and the best way to support them which are shared with school staff as necessary.

Bullying is present to a greater or lesser extent in all institutions. All members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a person's self-esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances.

Equally the whole school community and bystanders have a duty to be mindful of situations and to act in line with this policy.

Our school's definition of bullying is:

**The repeated or long-term exposure of the victim to verbal or physical attack or social ostracism perpetrated by an individual or group towards a pupil or member of staff.**

We explain this to the children as 'STOP' (Several Times On Purpose)

We use PSHE, mindfulness and resilience techniques to help promote this philosophy.

Within school we actively promote a culture where children can 'tell' in a supportive environment, without fear of reprisals. We use PSHE, mindfulness and resilience techniques to help promote this philosophy. We are committed to the creation of positive and safe learning environments for all.

If any child feels concerned about any issue they can approach any adult or trusted friend in our school to report the incident.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incidents will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incidents will be recorded using Arbor and notification sent to the Head Teacher.
- The first time a pupil is caught they will be issued with a verbal warning.
- The second time, a further warning will be issued. A suitable punishment will be implemented in line with our behaviour policy.
- If there are further incidents, a telephone call will be made to the parents of the bully and the victim again in line with our behaviour policy.
- This will be followed up if any subsequent incidents occur by the parents being asked to come into school to meet with the Head Teacher or Deputy Head Teacher with the pupil present. Ground rules will be laid down (a behaviour 'contract') and this will be explained to the parent and pupil. A further punishment will be issued, for instance exclusion from non-curricular activities or being kept away from pupils at lunchtime and playtimes for a longer period.
- Both parties will be offered help and support through pastoral care.

## **APPENDICES**

- Our full Admissions Policy including the admissions of pupils with SEN is available on request.
- At Great Dalby Primary School we have published our SEND information upon the schools website and details can be found within our SEN section under SEN Information/local offer. We aim to help children, young people, and parents/carers to find information and support as smoothly as possible. This information will therefore be accessible to children, young people and their parents/carers directly from our school website at: [www.greatdalby.bepschools.org](http://www.greatdalby.bepschools.org)



- Our school intends to link closely and align itself to the local authority local offer and information about the Leicestershire's local offer regarding SEND can be found at [www.leics.gov.uk](http://www.leics.gov.uk). The aims of Great Dalby Primary School are based on the values derived from the Statement of Principles adopted by the DfE Code Of Practice for SEND.
  
- Parents can access a wealth of information with regard to SEND via:
  - Information about SEN in Leicestershire Schools and SENA (Special Educational Needs Service) can be found at: <https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>
  - Support regarding ADHD can be found at: <http://www.adhdsolutions.org/>
  - Support regarding dyslexia can be found at <https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences>
  - Support and information about autism can be found here <https://www.autismeducationtrust.org.uk/>  
<http://www.leicestershireautism.org.uk/>
  - Information about the changes to the law in 2014 can be found here: <https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>
  - Support and information about more specific SEN issues can be found here: <https://www.netmums.com/support/special-needs-support>
  - Support for parents can be found at <http://www.sendiassleicester.org.uk/>

**Signed by Headteacher** ..... **Date** .....

**Signed by Chair of LAB** ..... **Date** .....



## The Graduated Approach to SEND Support at Great Dalby Primary School

### Quality First Teaching

The school has a rigorous and regular system to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupil's needs and to gain parental perspective on any emerging concerns and areas of strength.

The school can involve specialists at any point for advice regarding early identification and effective support. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents agree. It is the SENCo's role to contact any specialist agencies and ensure that the involvement of specialists and the outcomes from these meetings is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

### Step 1: Early Identification: Assess Plan Do Review Form

Sometimes, it may be that children are not making progress through Quality First Teaching and Adaptive Teaching and the 'catch up' programmes introduced by the class teacher do not appear to be effective in helping a child to make progress, therefore where a pupil's needs appear persistent, the class teacher will complete a **Step 1: Early Identification: Assess Plan Do Review Form** and arrange to meet with the SENCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting if appropriate, and share their perspective and where appropriate, the child's views will be also be sought. Next steps for the child will be discussed.

At this 'Early Identification' step targets will be set and provision and interventions may be put into place for the child to improve progress. Initially, these will be time limited and short term. These will be reviewed after an agreed time (usually six weeks) to evaluate progress and decide next steps.

**The child will be placed on the school's SEN Monitoring list.**

### Step 2: Child Added to the SEN Register

The Step 1: Early Identification: Assess Plan Do Review Form will be reviewed after the agreed time (Usually 6 weeks). If the child has made sufficient progress they will be removed from the school's SEN monitoring list.

If different and additional provision, beyond that delivered by Quality First Teaching, is required to meet the child's needs as progress is not possible without it, **the child will then be placed on the school SEN register at 'SEN Support'**.

### Step 2: Child Added to the SEN Register

Parents are invited in to school to meet with the SENCo to produce a **Step 2 'One Page Profile'** page which is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child, parent and class teacher and acts as a guide to teachers, parents and support staff in school. Also recorded on a **Step 2: Individual Learning Plan** are longer term outcomes for the child and then specific and challenging targets for the child to achieve in a term with suggestions on how these targets might be achieved (provision). Personalised provision and/or specific intervention (which may be 1-1 or in a small group) is put in place to enable the child to achieve these targets.

## Appendix 2



### Step 1: Early Identification: Assess Plan Do Review Form



Name of Child:	
Date of Birth:	
Class Teacher/Year Group	
Date Completed:	

Main area/s identified as needing support:	
Communication and Interaction	
Cognition and Learning	
Social, Mental and Emotional Health	
Sensory and / or Physical	

Current Attainment:	Working Towards Age Related Expectations Above Age Related Expectations
Writing	
Reading	
Maths	
SPAG	

#### Assess

What are the young person's needs/difficulties/barriers to learning?

What is the view of young person/parents/teacher/support staff/other?

Explain what provisions/measures you have already put in place to support the child (Reasonable Adjustments: How you have adapted the planning/ curriculum, personalised learning):

#### Plan

What can we put in place to support this young person?

Do we need to make any referrals?

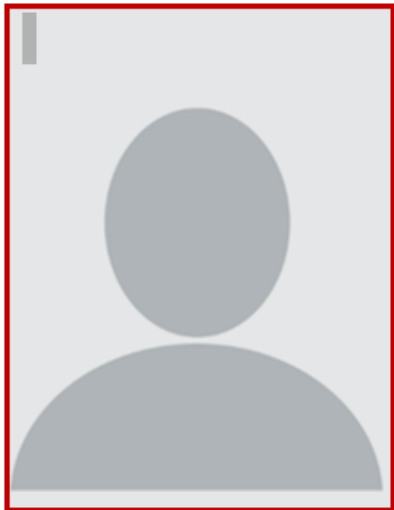
What outcomes do we want to achieve?

Do		Review	
Actions: What will we put in place to support this young person?	Date	Outcome	Date

Date of next review:

If **different and additional provision**, beyond that delivered by Quality First Teaching, is required to meet the child's needs as **progress is not possible without it**, the child will then be placed on the school SEN record at 'SEN Support'.

**Step 2: One Page Profile**



Name of Child:	
Date of Birth:	
Class Teacher/Year Group	
Date Completed:	



What do I find difficult?  
What do I want support with?

How do I like to be supported?

What do I like and enjoy?

What makes me happy?

What am I good at?



### Step 2: Individual Learning Plan

The child has been placed on the school SEN register at 'SEN Support'

Name of Child:			
Date of Birth:			
Class Teacher/Year Group			
Date Completed:	Date:	Date:	Date:
Date added to the SEN register:			

#### Assess

What are the young person's needs/barriers to learning?

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical.

What is their level of attainment and progress?

What is the view of young person/parents/teacher/support staff/other?

Autumn Targets				
	Plan and do			Review
	Autumn Targets	What will Success look like?	Resources/strategies/support	Review
1				
2				
3				
Parent/carer contributions:				
Pupil contributions:				
General review comments:				
Signed:				

Spring Targets				
	Plan and do			Review
	Spring Targets	What will Success look like?	Resources/strategies/support	Review
1				
2				
3				
Parent/carer contributions:				
Pupil contributions:				
General review comments:				
Signed:				

Summer Targets				
	Plan and do			Review
	Spring Targets	What will Success look like?	Resources/strategies/support	Review
1				
2				
3				
Parent/carer contributions:				
Pupil contributions:				
General review comments:				
Signed:				