

Dormansland Primary School



SEND Policy 2023-24

Date adopted	Autumn 2 2023	Next review due	Autumn 2 2024
Review period	Annual	Status	Statutory
Owned by	Faye Davies	Reviewed by	Governors

1. Vision Statement

At Dormansland Primary School, we are a warm, caring community school. We are continuously striving to ensure each person in our school will be given fair and equal opportunities to develop their full potential, regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. We aim to promote inclusion and to make the necessary and best provision for children with special educational needs. We are committed to identifying ways in which all our children, regardless of their individual needs or abilities, can achieve their full learning potential through access to an inclusive curriculum, one that is broad, balanced, creative and challenging - and to a wide variety of opportunities and experiences. At Dormansland, every teacher is a teacher of every pupil, including those with SEN.

2. Definition of SEN

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities**”.

3. Key Roles and Responsibilities

It is a whole school responsibility to meet the needs of children with SEN. Some of the key roles and responsibilities within our school are given below.

SENCo

- The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs. Part of the role of the SENCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.
- SENCo's name: Mrs Faye Davies

- Contact details: Mrs Davies can be contacted via the school office on 01342 832359 or fdavies@dormansland.surrey.sch.uk
- National Award for SEN: Mrs Davies has gained this National award through Chichester University.
- SEN representation on the SLT: the Senior Leadership Team at Dormansland Primary School consists of Co-Headteachers, Senior Teacher

Other key roles and responsibilities within our school are:

- SEN Governor:
- Designated Teachers with specific Safeguarding responsibility: Mark Cook and Faye Davies
- Member of staff responsible for LAC: Faye Davies
- Member of staff responsible for managing PP/LAC funding: Mrs Faye Davies and Ms Louisa Blyde (School Business Manager)
- ELSA (Emotional Learning Support Assistant): Mrs Julie Lochhead

4. Context

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

- Equality Act 2010: advice for school DfE (May 2014)
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Safeguarding Policy(2022)
- Accessibility Plan
- Teachers Standards (2012)

5. Aims

At Dormansland Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEN will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give pupils with SEN the support they need.
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- We want all pupils to become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

6. Objectives

Over the next academic year, our objectives relating to SEN are:

- Allowing for personalised learning experiences for each child through carefully planned adaptive teaching
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach their full potential
- To maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school

7. Identification of Needs

The SEND code of practice outlines four broad areas of need:

Communication and interaction

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding and processing what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children 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), where children are likely to need support in all areas of the curriculum
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning. Some children with physical needs (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Dormansland Primary School, we will identify the needs of each pupil and consider the needs of the whole child, which are broader than just the special educational needs of the child. This will ensure that we put in place the appropriate arrangements to meet the needs of your child.

8. A Graduated Approach to SEN Support

What work is done and by whom?

- All children in our school will benefit from quality-first adaptive teaching. This means that:
 - teaching is planned with the learning of all pupils in mind
 - lessons encourage the participation of each child
 - lessons develop an understanding of difference
 - pupils are actively involved in their own learning
 - pupils learn collaboratively
 - assessment contributes to the achievements of all pupils
- Classroom discipline is based on children having the opportunity to make the right choice
- Teaching Assistants support the learning and participation of all pupils
- All pupils have the opportunity to take part in activities outside the classroom.
- Our class teachers are responsible for providing high quality personalised teaching for all. This is the first step in responding to pupils who may have SEN.
- Our class 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 monitor the progress and outcomes for all pupils through tracking pupils' progress at termly pupil progress meetings.
- The quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed through monitoring the quality of teaching and learning.
- We provide INSET and training to develop teachers, HLTA's and TAs' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

9. How do we decide whether to make special educational provision?

- The class teacher and the SENCo consider all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress. This includes:
 - accurate formative assessment
 - internal staff moderation of progress
 - provision management outcomes and any relevant specific assessments, e.g. reading and spelling ages.

- Where appropriate, we work in partnership with other specialist professionals and agencies to assess the pupil, for example speech therapists, medical professionals, Educational Psychologists, and REMA (Race Equality and Minority Achievement) Service.

How is the decision made to place pupils on the register?

Following the Surrey SEND 14 Pathway Guidance, we use a cycle of “Assess, Plan, Do, Review”, to deliver the appropriate SEN support to our pupils.

- **Assess** - We ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked compared to their peers and national expectations. We listen to the views and experience of parents/carers and the pupil. Where appropriate we will draw on the assessments and guidance of other educational professionals and from health and social care.
- **Plan** - Where SEN support is required the class teacher and the SENCo, liaising with the parent/carer as appropriate, will put together a Personal Support Plan (PSP). The PSP outlines the interventions, support and adjustments which will be put in place for the pupil, as well as the expected impact on progress and outcomes. Targets for the pupil will be shared with her/him using child-friendly language. All staff who work with the pupil will be made aware of the plan and will use it as appropriate. Where parents can help support their child’s learning at home, they will be encouraged to do so.
- **Do** - The class teacher is responsible for working with the pupil on a day to day basis. Where interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil. They will also liaise closely with TAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to the classroom teaching. The SENCo will provide support, guidance and advice for the teacher.
- **Review** - The PSP will be reviewed each term by the class teacher, SENCo, pupil and the parent/carer. This will inform the planning of next steps for a further period (either with a PSP or by starting the process to applying for an EHCP), or, where successful, the removal of the pupil from SEN support.

For pupils with an EHCP, the Local Authority must review the plan at least annually.

10. How are children and parents/carers involved in this process?

Children

At Dormansland Primary School, every pupil is encouraged to participate in all decisions about his or her education. This equally applies to pupils who are receiving SEN support.

- Where a child has a PSP, this will be shared with the child as appropriate, and will be frequently referred back to, so that the child knows the targets they are working towards, and takes ownership of them.
- Where a child has an EHCP, they will be encouraged to take part in the Annual Review as appropriate.

Parents/carers

At Dormansland Primary School we greatly value the role all parents/carers play in their child's learning and the impact of parent/carer involvement on pupil progress.

- As parents/carers, you can make contact with staff either informally, or by requesting a meeting
- You are notified early of any concerns about your child.
- You are informed in advance when specialist professionals visits your child and, as appropriate, are either given the opportunity to meet the professional, or are informed of the professional's advice.
- Where your child has a PSP, this will form part of the discussion at Parents' Evenings, and you can have additional meetings with your child's class teacher and/or the SENCo should you wish to do so. You are encouraged to contribute to the actions outlined in your child's PSP as appropriate.
- A decision is made to begin the process of applying for an EHCP in collaboration with parents. If your child has an EHCP, you are encouraged to attend annual reviews, read and comment on your child's Annual Review report and encourage your child to give their views.

In addition, you are requested to work in partnership with us by:

- keeping the school informed of any problems, concerns or changes in your child's circumstances: this would normally be done by contacting either the school office or your child's class teacher
- attending meetings as required, accompanied by your child where appropriate
- ensuring regular school attendance of your child
- helping and supporting your child's learning, and giving encouragement and positive reinforcement, wherever possible.

11. SEN Provision

What does Additional Support mean?

SEN support can take many forms, and is usually for a specific length of time, linked to the "Assess, Plan, Do, Review" cycle. Your child's PSP will outline the Additional Support your child is receiving.

At Dormansland Primary School Additional Support could include:

- a special learning programme for your child
- extra help from a teacher, a TA, HLTA, SENCo, or ELSA
- making or changing materials and equipment
- small group work or individual support within the classroom
- groups for catch up with basic skills such as phonics, spelling, numeracy, handwriting, social skills and language programmes outside of the classroom
- behaviour monitoring charts and reward systems
- increased use of ICT
- use of visual timetables
- OT exercises
- observing your child in class or at break and keeping records
- helping your child to take part in class activity
- making sure that your child has understood things by encouraging them to repeat back instructions, ask questions and to try something difficult

Facilities for pupils with SEN

- Children with SEN spend the majority of time learning with their peers in their classroom. Individuals or small groups may work from time to time with a teaching assistant or teacher
- Professional reading material related to SEN issues and SEN resources to be used with children including games and activities for supporting speech and language, spelling, phonics and mathematics are kept in the Jungle Room or staffroom
- Dormansland Primary School Jungle Room and Aquarium are used as our nurture spaces, staffed by our ELSA or a member of the team, they are available to help children with behavioural, social and emotional needs.

Managing the needs of pupils on the SEN Register: roles and responsibilities of key Staff

The Class Teacher is responsible for:

- Ensuring that the needs of all children in their class are met through an adaptive curriculum and suitable deployment of TA's
- Ensuring that TA's understand the needs of the children they work with, additional updates as appropriate, and access to planning and IPMs
- Familiarising themselves with children's records and information regarding their SEN

- Writing and updating PSPs in consultation with the SENCo, based on the cycle of assess, plan, do, review
- Supporting children in achieving PSP targets, ensuring, as far as possible, that pupils with SEN will be able to work alongside their peers in the classroom
- Keeping the SENCo informed of any changes to need or circumstances
- Using advice and strategies suggested by specialist professionals
- Informing the SENCo of their concerns, or concerns expressed by parents/carers

The SENCo is responsible for:

- Overseeing the day to day operation of the SEN policy
- Working with the SLT to co-ordinate and cost the provision for SEN children through the development of the school's provision map
- Working with the SLT to provide interventions with proven outcomes
- Advising and supporting school staff
- Contributing to the professional development of staff
- Monitoring children's progress
- Ensuring that PSPs are in place, and reviewed.
- Maintaining the SEN Register, and updating it termly, in line with the school's assessment cycle
- Ensuring that relevant information about SEN children is collected, recorded, updated, and shared.
- Liaising with external agencies including SEN management, specialist professionals, Health and Social Care.
- Ensuring liaison between parents/carers, outside agencies and other professionals
- Writing and reviewing EHCPs, in collaboration with the other stakeholders.
- Holding an Annual Review for each child with an EHCP, including the pupil where appropriate, and everyone who works with or is involved with the pupil
- Reviewing and updating the SEN policy annually and circulating to all members of staff, once it has been approved by the Governing Body
- Being closely involved in the development, monitoring and evaluation of Dormansland Primary School Disability Equality Scheme, Accessibility Plan and all other policies which may have an impact on SEN pupils at the school

The TAs are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the SENCo
- Providing feedback to the class teacher regarding children's progress in class lessons.
- Providing feedback to the class teacher and/or the SENCo as appropriate, regarding children's progress in achieving PSP targets

- Keeping records of their work with individuals or groups as appropriate
- Delivering and reporting back on specific intervention programmes under the direction of the Classteacher or SENCo

The ELSA works in consultation with, and under the oversight of the SENCo to support individual children or small groups of children by providing support with behavioural, social, emotional and mental-health needs

The Governing Body has a mandatory responsibility towards children with SEN. They are responsible for:

- Ensuring provision is made for pupils with SEN
- Ensuring children with SEN join with all pupils in the activities of the school as far as possible
- Reporting to the whole school community on the implementation of the SEN policy
- Having regard to the SEN Code of Practice when carrying out their duties to pupils with SEN
- Ensuring parents/carers are notified of any decisions to support or change a child's provision
- Ensure the school's other policies, procedures and schemes support the needs of SEN pupils – in particular, the Education of Looked After Children Policy, Accessibility Plan, Disability Equality Scheme, and Positive Handling Policy

The Co-Headteachers and SENCo have overall responsibility for the day to day organisation of SEN.

12. Supporting parents/carers and children

We provide support and signpost places where parents/carers and children can find information.

These include:

- The SEN Information Report – on our website
- Surrey's Local Offer – on the Surrey County Council website
- Dormansland Primary School's policies on managing the medical conditions of pupils: "Administration of Medicines" and "Intimate Care". We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Dormansland Primary School's admission arrangements, of which key points relating to children with SEN are:

- We welcome all children to Dormansland Primary School and endeavour to ensure that the appropriate provision is made to cater for their needs.
- Pupils with EHCPs are admitted to the school, and fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps to prevent the incompatibility.
- The school admits pupils irrespective of their gender, race, disability, or SEN, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.
- Children with SEN will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.
- Parents/carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance to allow the appropriate consultations to take place.

Transition Arrangements, of which key points relating to children with SEN are:

- Pre-school to Reception
 - A personalised approach to the transition of all children and especially those who have SEN
 - In introduction evening is held at Dormansland Primary School where parents/carers can ask questions and view the school after they have been assigned a place.
 - Strong links with the pre-school settings so that when places are allocated to Dormansland Primary School, the Reception class teacher can visit each child in their own nursery or playgroup, and discuss each child's needs with their key worker
 - All children have 2 'stay and play' sessions at Dormansland Primary School prior to starting school
 - Parents/carers are invited to arrange for the Reception class teacher and the Reception TA to visit their child in their home setting
 - Parents/carers are offered a 1:1 meeting with the Reception class teacher before starting school to build a better profile of the individual child's unique qualities.
 - Part-time attendance is offered if it is felt that this would be beneficial to the transition, this can be particularly important to any child with SEN.
 - Communication between the class teacher and parents/carers is an integral part of a child's time in Reception, and parents/carers are encouraged to share their knowledge of the child and any day-to-day information that is useful for the school to know

- Where transition from a pre-school setting highlights any specific gaps in our staff skills set the SENCo will immediately ensure that appropriate training is undertaken in preparation for the child's arrival
- Key Stage 2 to Key Stage 3
- The SENCo liaises as appropriate with the SENCos of the secondary schools chosen by children with SEN, to ensure that an efficient transfer of records takes place and that valuable information is passed to the receiving school.
- Where transition involves a child with an EHCP, representatives of each school are invited to attend a transition meeting, along with pupils and parents/carers, and jointly plan the child's transfer.

13. Monitoring and evaluation of SEN

We monitor and evaluate the quality of provision we offer all pupils and this then informs future developments and improvements. Our monitoring and evaluation includes:

- Termly meetings between the SENCo and the SEN Governor, which are reported back to the Governing Body by the SEN Governor
- The SEN Policy being subject to a yearly cycle of monitoring, evaluation and review by the SEN governor and approval by the Full Governing Body
- Termly monitoring and evaluating of the provision offered to the children with SEN, as part of our termly pupil progress meetings
- Termly monitoring and evaluating of interventions by the SENCo and the SLT through pupil progress meetings
- On-going monitoring of provision for SEN children through pupil interviews, book scrutiny and learning walks

14. Training and development

At Dormansland Primary School we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEN. Aspects of our training and development include:

- Informal meetings between the SENCo and a member of staff when either has a concern.
- Weekly SEND issues raised in staff meetings
- Staff being involved with training in line with the school development plan
- The SENCo organising training related to SEN to teachers and support staff (for example how to support children with language difficulties)

- The SENCo meeting with new staff and NQTs to induct staff on SEN policy and practice issues related to their role.
- HLTS's and TA's being trained to deliver specific interventions
- The SENCo regularly attending borough SENCo meetings and local cluster group meetings








15. Storing and Managing

SEN Information relating to SEN is stored on the school server or in locked cupboards in the SENCo's office. When a child leaves Dormansland Primary School, their SEN information is passed onto their next school as part of their transfer records.

16. Comments, compliments and complaints

Parents/carers contact the class teacher in the first instance when they have a comment or a concern about their child. Subsequently they may wish to speak with the SENCo or the Head Teacher. If parents/carers still have a concern, they can make a formal complaint using the school's complaints procedure.

Links with other policies

-  Child Protection
-  Positive Relationships Policy
-  Health, Safety and Welfare
-  Assessment
-  Curriculum
-  Children with Medical Needs
-  Intimate Care