

## **SEN and DISABILITY [SEND] POLICY**

### **COMPLIANCE**

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

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

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

The Headteacher has overall responsibility for Special Educational Needs and Disability [SEND] in Rushcombe First School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Mrs Mary Joint. This person is a member of the SEND or Leadership Team. She is also responsible for co-ordinating the day to day SEN and Disability provision for children/young people at Rushcombe First School.

The governor with oversight of the arrangements for SEN and Disability is: Mr Andrew Jones.

Rushcombe First School's commitment specifically for SEND is to:

- work with the guidance provided in the SEND Code of Practice, 2014
- identify needs early so that professionals can intervene quickly minimising gaps as early as possible;
- have high expectations and aspirations for what children with SEND can achieve;
- focus on the outcomes that children and families want to achieve;
- respond to the views and participation of children and their parents ; and to support families throughout the system with processes and procedures that are engaging, accessible, easy to understand, structured, transparent and comprehensive
- provide support and advice for all staff working with special educational needs children

### **AIMS AND OBJECTIVES**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Staff at Rushcombe First School have high aspirations for all children identified as having a Special Educational Need and Disability in our school. We strive to ensure all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood.

## **At Rushcombe First School, we aim to:**

- create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- identify at an early age, individuals who need extra help and attention.
- enable each child to take part in and contribute fully to school life.
- develop self-esteem within individuals.
- provide access to and progression within the curriculum.
- involve children in planning to address and monitor their special educational needs and or disability.
- work in partnership with parents to support children learning and health needs.
- provide quality training for staff that enables them to support children with special educational needs and disability.

## **ROLES AND RESPONSIBILITIES**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that the school's arrangements are published on supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy.

The governing body has identified a governor to have specific oversight of the school's provision for children with special educational needs. The 'responsible person' in this school is the Headteacher/Inclusion Leader. The Headteacher / Inclusion Leader ensures that all those who teach a child with a statement of special educational needs are aware of the nature of the statement. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

In our school the Headteacher/Inclusion Leader:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- oversees the records of all children with special educational needs
- acts as the link with parents
- acts as the link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision, and reports to the governing body
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- contributes to the professional development of all staff

## **ADMISSION ARRANGEMENTS**

Rushcombe First School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition to this, the school makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Rushcombe First School liaises with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website at:

<http://search3.openobjects.com/kb5/dorset/fsd/service.page?id=fAjMMnEgibs>.

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

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually by the Governing body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

Rushcombe First School is highly accessible. The building has wheelchair access to the vast majority of all areas. There is a disabled toilet. There are ramps to most areas of the school.

Adaptions are made to ensure all children are able to use all the equipment and facilities. The school may receive advice regarding access from a range of agencies including the Children's Therapy Service, Hearing & Vision Support Service and the Speech & Language Service.

## **SEND INFORMATION AND LOCAL OFFER**

The school website has information about SEND and specific information on how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to have SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) and then by using the search engine to find our school or other Dorset schools. The local offer website holds a directory on facilities and resources available from many services within Dorset.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEN under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

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

Staff use a wide range of tools to assess the amount and level of SEND support needed including standardised assessments.

If and when a child is identified as having SEND, Rushcombe First School will seek to remove barriers to learning and put effective special educational provision in place. This support will take the form of a four-part cycle of assess, plan, do and review with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. The school may request support from other agencies to support a child's needs and to increase progress.

Outside agencies that may be consulted by Rushcombe First School include the SEN Specialist Services (SENSS), Children's Services, the School Health Service, the County Psychological Service, the Behaviour Support Services, the Hearing and Visually Impaired Service, the Speech and Language Service, Poole Hospital Child Development Unit and any other service that may prove useful in supporting staff and children. Parents are consulted before the involvement of any outside agency. Parents are kept fully informed about the advice provided by such agencies.

The consultation with these outside agencies is intended to ensure:

- early and accurate identification and assessment of special educational needs so that the child / young person's requirements are provided;
- continuing social and academic progress of children with special educational needs;
- personal and academic targets are set and met effectively;

Parents are informed as early as possible if staff have any concerns and a progress plan is written involving the teacher, parents and child which sets out key targets. This is reviewed termly.

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

Our teachers are responsible and accountable for the development and progress of the children in their class, including where children access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress it is likely that a child may have special educational needs. If a child has been identified as having special educational needs a progress plan will be written.

Where it is decided that a child does have SEND, the decision is recorded in school records and the child's parents are informed that special educational provision is being made.

The Inclusion Leader will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that progress is sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

### **MANAGING SENDD CHILDREN IN OUR SCHOOL**

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

If a child is causing concern, staff complete a Pupil Information Sheet which details the concern and strategies for support. This is shared with parents who can provide additional information.

If necessary the teacher will prepare a progress plan which usually sets out approximately three key targets. The teacher will state how they will support the child in reaching these targets. Parents also add to the progress plan stating how they will support their child. The child can also contribute to the plan. Completed progress plans are signed at Parent Teacher consultation evenings or at another meeting planned with the parents and the teacher. A copy of this is given to the Inclusion Leader.

Progress plans are completed a minimum of twice a year and are reviewed at the end of the summer term.

If a child's progress continues to be of concern, the Inclusion Leader may, in discussion with parents and the class teacher, make referrals to outside professionals. The information gained through these, is used to identify how best to support the child's progress.

In a very small number of cases a child's needs may warrant a request to be considered by the Local Authority for an Education Health Care Plan [EHCP]. Parents are involved at all stages.

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

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the Inclusion Leader assess and regularly monitor the children's progress in line with existing school practices. This is an ongoing process.

The Inclusion Leader works closely with teachers and parents to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the Inclusion Leader can complete the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The Headteacher/Inclusion Leader monitor the progress of all children within the school, including those children with Special Educational Needs and Disability.

The Inclusion Leader provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

## **COMING OFF THE SEND RECORD**

Children will be removed from the SEND record if it is deemed that they have made sufficient progress over a period of time, are able to access the curriculum successfully and are making progress in line with peers. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However, a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

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

## **TRANSITION ARRANGEMENTS**

Rushcombe First School is committed to ensuring that parents have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The Inclusion Leader will provide information on specific needs for new staff as appropriate.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

### **SEND INFORMATION**

Rushcombe First School presents its SEND information in three ways:

- i. by information placed on the school website which can be found at <http://www.rushcombe.co.uk/welcome>
- ii. by following the 'Links' page on the school website to the local authority's Local Offer website
- iii. through information contained in this policy which is also published on the school website at <http://www.rushcombe.co.uk/policies>

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

### **ACCESSIBILITY**

Rushcombe First School publishes its Accessibility Plan on the school website this information can be found at <http://www.rushcombe.co.uk/policies>. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at <http://search3.openobjects.com/kb5/dorset/fsd/service.page?id=fAjMMnEgibs>.

### **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child that has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the Inclusion Leader.

### **REVIEWING THE SEND POLICY**

This policy will be reviewed annually and updated. This year as there have been significant changes in light of the new Code of Practice, this will take place in July 2016.