

Dimple Well Infant School and Nursery



Special Educational Needs and Disability Policy

Approved by Governors

October 2020

Introduction

Special Educational Needs Coordinator: Mrs H. E. Williams

Special Educational Needs Governor: Ms Sarah Dawson

Dimple Well Infant School and Nursery's Special Educational Needs and Disability Policy sets out the policies and procedures carried out in school to ensure that all pupils' needs are provided for, with special regard to those pupils who have Special Educational Needs and Disabilities (hereafter referred to as 'pupils/children with SEND').

This policy has regard to current legislation and guidance on special needs, especially the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 To 25 Years (2014) and the principles outlined in such legislation and guidance.

Definition of Special Educational Needs:

The SEND Code of Practice (DfES, 2014) says pupils have a learning difficulty if they

- have a significant greater difference in learning than the majority of others of the same age;
- or
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Vision

At Dimple Well Infant School:

- we are committed to the academic and personal development of all pupils regardless of ability
- we recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with SEND
- we adopt a whole school approach to SEND. All staff work to ensure the inclusion of all pupils so that all pupils reach their full potential
- we believe in positive intervention, removing barriers to learning, raising expectations and accelerating levels of achievement
- all SEND children have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrated progression and coherence
- all SEND children can learn and make progress, even if only very small steps, and deserve to have their progress regularly assessed, recognised and celebrated
- all teachers are teachers of SEND
- all children with SEND will be valued as full members of the school community
- all children with SEND and their parents have the right to be involved in assessing progress and determining goals
- a child centred partnership exists between the pupil, parents and the school

Dimple Well's SEND policy will detail how we will do its best to ensure that the necessary provision is made for all pupils who have special educational needs.

Objectives

- to identify and provide for pupils who have SEND
- to work within the guidance provided in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014)
- to operate a child-centred approach to the management and provision of support for SEND
- to provide a Special Needs Coordinator (SENDCo) who will work within the SEND Inclusion Policy
- to provide support and advice for staff working with a SEND pupil
- to provide support and advice to parents and work actively with them to provide for pupils with SEND

Roles and Responsibilities

SEND Governor

- ensuring that provision for SEND pupils is made and that it promotes high standards
- ensuring that pupils with SEND are fully involved in the school's activities to the best of their abilities
- have regards to the Code of Practice when carrying out responsibilities towards SEND pupils
- ensure parents of SEND pupils are notified of the provision for their child and if and when this will be changed or modified
- being involved in the development of, and subsequent reviewing of, the SEND policy
- ensure that the SEND provision is integrated into the School Improvement Plan
- ensure that SEND provision is constantly monitored
- support the SENCo in order to manage SEND

SENDCo

- overseeing the day to day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupil' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, supporting services, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with supporting services, 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 head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Identifying Special Educational Needs

Areas of need

According to the Special Educational Needs and Disability Code of Practice: 0 To 25 Years (2014) four areas of child development are recognised:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or physical

Children identified as requiring further support than provided by typical classroom differentiated learning in any of the above areas are added to the school's SEND register. It is essential that any child experiencing difficulties in any one or more of these areas of development is identified as soon as possible so that extra help and support can be targeted, swiftly and accurately.

As outlined by the Special Educational Needs and Disability Code of Practice : 0 To 25 Years (2014), we recognise that there are other factors which may impact on progress and attainment which are NOT regarded as SEND. These include:

- disability - (the Special Educational Needs and Disability Code of Practice : 0 to 25 Years (2014) outlines the 'reasonable adjustment' duty for all settings and schools provided under Disability Equality legislation – these alone do not constitute to SEND)
- behaviour – any concerns relating to a child's behaviour are recognised as an underlying response to a need, reflecting the four areas of development as outlined above, which will be assessed in school. Challenging behaviour in its own right is not acknowledged as SEND
- attendance and punctuality
- health and welfare
- English as an Additional Language (EAL)
- being in receipt of Pupil Premium Grant
- being a Looked After Child
- being a child of a Service man/woman

A graduated approach to SEND support

Children may be identified as SEND before they begin Dimple Well School, or whilst they are here by teaching staff in school. Parents may alert school with information. All information that we receive is valued and acted upon, in line with data protection guidance.

Children identified with SEND before attending Dimple Well School

- Nursery

Staff may hold meetings with parents and supporting services which may already be involved with a child before they start at Dimple Well. This is the forum where parents can express any concerns that they have about their child, and inform staff of any current needs and support that they are getting (for example Speech Therapy). With parents' permission, staff then write to feeder settings to request information about the child's development, including any special needs.

- In year entry

When a child with SEND transfers from another school to Dimple Well, we expect to receive their SEND records from their previous school. If this does not happen and the child is identified by us as having SEND, the SENDCo will contact the previous school for this information

If the child is already known to have SEND they will be placed on the school's SEND Register.

Identifying children who are already in Dimple Well School

- parents can make an appointment to see the class teacher, SENDCo and/or Head teacher at any time to discuss their concerns
- a 'What Is Our Concern' sheet (Appendix 1) can be completed by the class teacher to provide a starting point. This will show particular areas of concern and a plan of action to observe the child to assess their need will be organised
- after the plan is completed a meeting will be held with the class teacher, SENDCo, the child and the parents. A decision will be made as to whether the child requires SEND support or not based on the provision already in place and evidence of the progress the child has made so far in line with the Special Educational Needs and Disability Code of Practice
- pupil progress meetings are held each term where the class teacher, Senior Leadership Team and SENDCo meet to review each individual child's progress alongside National data and expectations of progress. Any children of concern will be highlighted during these meetings

After identification of SEND

- once a child has been identified as having SEND they are placed on the school's SEND register. Dimple Well School adopts the graduated response as outlined in the SEND Code of Practice (Assess, Plan, Do, Review) and adopts the Wakefield Local Authority Pathway of Coordinated Support. Briefly outlined, this provision falls into three categories:
 1. SEND support
 2. My Support Plan
 3. Education Health Care Plan (EHCP)

Additionally all the children on the school's SEND register will follow a One Page Profile (OPP) (see Appendix 2) with outcomes tailored to their particular need. Additionally they will have a provision timetable which shows when further support will take place during the school week.

Interventions

At Dimple Well we run interventions tailored to children's needs. We use published programmes and also programmes of work designed by staff and support services to support children with SEND.

These are designed to address particular needs. Children work in small groups, usually with a teaching assistant. The purpose of interventions is to teach discrete skills that will enable children's needs and are time bound. They may be long or short term, however they are usually evaluated after a half term to track individual children's progress.

Evaluating the effectiveness of support

We regularly and carefully review the quality of teaching and support provided for all pupils. Any extra support given to children is monitored and reviewed rigorously for its effectiveness. In school we apply the ASSESS – PLAN – DO – REVIEW cycle:

Assess:

- the class teacher and can assess the effectiveness of any support at any time
- at pupil progress meetings- the class teacher, SLT and SENDCo meet three times a year to discuss each individual child's progress alongside national data and expectations of progress
- at the end of a module/programme of intervention – the class teacher, support staff and SENDCo meet to review the progress made (usually half termly/termly)
- it is the class teacher's responsibility to evidence progress made

Plan:

The information gathered at assessment is used to determine what action to take next. This could be:

- continue with the current support
- discontinue support
- replace current support with something different depending upon which part of the pathway the child is on, such as alter the differentiation within Quality First Teaching, begin a One Page Profile (OPP), change the OPP outcomes or provision map, involve outside agencies, begin 'My Support Plan' or apply for an Education Health Care Plan. The plan is made with the child, the parents, the class teacher and SENDCo. It is the class teacher's responsibility to maintain and update this plan.

Do:

Carry out the provision as planned

Review:

A meeting is held with the class teacher, child, parents and SENDCo to review if the child has made progress.

Involvement of Supporting Services

- as part of the Plan, Do Review cycle it may be decided that it is necessary to draw on more specialised assessments from the supporting services

- termly 'drop-in' sessions are scheduled throughout the year. These are attended by the SENDCo and class teacher to seek advice from representatives from the following supporting services:
 - Educational Psychology Services
 - Learning Support Services
 - Communication, Interaction and Access Team
- at the review stage a decision may be made to refer to supporting services
- twice yearly 'planning meetings' are scheduled throughout the year. They are attended by the SENDCO and the following supporting services:
 - Educational Psychology Services
 - Learning Support Services
 - Communication, Interaction and Access Team

The purpose of these meetings is to plan the provision for children on the existing caseloads of the supporting services and to make new referrals. Children can **only** be referred to these services if they have previously been discussed during a 'drop-in' session. New referrals to these services can **only** be made at these meetings

- after outside agencies have become involved a new cycle of Assess – Plan – Do – Review will commence. At the REVIEW stage a decision may be made to begin a 'My Support Plan' to further address the needs of the child (See Appendix 3). This is a child-centred, multi-disciplinary process where the following cycles of ASSESS - PLAN - DO -REVIEW are closely monitored in meetings and an action plan is created with everyone involved.
- as part of the ASSESS-PLAN-DO-REVIEW cycle of a 'My Support Plan' a decision may be made by all involved that additional funding and support are required from the local authority to fully support the child in school. In this case an application will be made to the SEND panel at the Wakefield Authority by the SENDCo in collaboration with all involved. The 'My Support Plan' will be sent with evidence of the provision that has already been made, reports from all the support services involved, previous One Page Profiles, records of regular reviews and outcomes, National Curriculum attainment levels, and the progress data of the child with parent and child views for the SEND Panel to review.
- if the SEND Panel agree that further funding and support is required, an Educational, Health, Care Plan will be issued. These plans are formally reviewed annually.

Criteria for exiting the SEND Register

- children will exit the SEND register after at least one ASSESS-PLAN-DO-REVIEW cycle has taken place. The decision will be made after consulting with all involved if there is evidence that:
 - The rate of progress is similar to their peers
 - Progress is better than the child's previous progress
 - The gap between the child's progress and their peers is closing or has closed

Scheduled meetings with Staff and Parents

- once a term the class teacher attends a Pupil Progress Meeting with the Senior Leadership Team including the SENCO. At this meeting the class teacher gives a verbal report on their class data and will discuss each child who has been highlighted as not making the expected

progress. These meetings correspond to three of the assessment points in the school year. The meetings provide a regular opportunity to discuss any concerns about individual children

- class teachers report to parents at three of the six assessment points through open evenings or written reports
- meetings are held with the child and their parents with the class teacher and SENDCo when a review is due
- termly meetings are held with parents to review a One Page Profile

Unscheduled Meetings

- if a class teacher has concerns about a child at any other time they can speak to the SENDCo and parent on an individual basis to discuss the child and their progress, to identify whether there is an additional need
- if a parent has any concerns about their child at any other time than the above scheduled meetings, they can make an appointment to speak to the class teacher, SENDCo and/or the Head teacher in accordance with our open door policy

Supporting Pupils and Families

- for further SEN information please visit the Local Authority Local Offer <http://wakefiled.mylocaloffer.org>
- parents and the families of children with SEND are encouraged to contact the SENDCo for contact details of agencies for support

Transition and Information Sharing

1. Transition within school
 - the current arrangements for transition between classes for all children in school also apply to those with SEND, together with additional arrangements that are individual to the child
 - transition booklets have been created for children with SEND to further support them in moving from one class to another
 - additional visits to their new class or to see their new teacher/support assistant will be scheduled as per the needs of that child
2. Transition to other settings, particularly to Key Stage 2
 - when children on the SEND register are transferring to Key Stage 2 (at the end of Year 2) the SENDCo will find out from parents which school the child is due to transfer to and begin to organise transition arrangements during the Summer Term. Children with an EHCP have a separate programme of transition built into their annual review cycle

Allocation of resources

Funding is agreed locally and is given to school under three main headings:

Element 1

School receives their funding based on the total number of pupils in school. Primary school receive £3,000 for each pupil. This is the core budget and it is used to make general provision for all pupils in the school including pupils with SEND.

Element 2

Every school receives an additional amount of money to help make special educational provision to meet the needs of pupils identified as SEND. This is called the 'notional SEND budget' or 'delegated funding'. This is £6,000 that is delegated to school for a certain number of children with an EHCP. This funding is for Wave 2 interventions, which supports children in small groups.

Element 3

If the school can show that a pupil with SEND requires more than Element 1 and Element 2 in order to fund special educational provision, it can ask the SEND Panel at the local authority to provide 'top up funding' to meet the cost of this provision. Where the local authority agrees, the cost of funding held by the local authority in their high needs block. Element 3 is provided by the local authority for an individual pupil who has high level of needs and schools are expected to use this funding to make provision for that individual pupil.

Professional Development of Staff

All members of staff undertake training for their professional development in line with the needs of the school. Training specific to the needs of pupils with SEND has also been organised for staff and includes:

- Autism training – whole school and individuals
- OPP and Support to Learn writing training for whole school by SENDCo
- Hearing impaired training – group of staff
- OT training of exercise programme - individuals
- Specific lifesaving training for child – team trained
- ESA network meetings – specific training (Lego therapy, PDA awareness, anxiety)

Monitoring of SEND

It is practice at Dimple Well Infants to monitor SEND provision in school and to carefully evaluate the progress of all pupils. To monitor SEND provision the SENDCo and SEND Governor:

- Undertake class and intervention observations
- Undertake scrutiny of SEND children's work
- Collect parent's, pupil's and staff's views

Reviewing of Policy

This policy is reviewed by the SENDCo and governing body annually

Date of approval: November 2020

Date of review: November 2021

Appendices

Appendix 1 – ‘What is Our Concern document

Appendix 2 – One Page Profile

Appendix 3 – Support To Learn

Appendix 4– My Support Plan