



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

November 2017

Adopted by FGB: 15th November 2017
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INTRODUCTION

All schools must have a Special Educational Needs and Disability Policy (SEND). This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

A SEND Policy explains how a school will identify and support pupils with special educational needs and disabilities.

This policy was developed in consultation with pupils, staff, parents and governors.

The SEND Code of Practice: 0 to 25 (*July 2014*) explains that a pupil has SEND if

- They have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- They require special educational provision to be made for them.

The code of practice identifies SEND 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.

A disability is described in law (the Equality Act 2010) as a 'physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher, **Sarah Hartley**, has overall responsibility for Special Educational Needs and Disability in Wimborne First School. She can be contacted at
Wimborne First School, School Lane, Wimborne BH21 1HQ
Tel: 01202 882532,
Email: slynch@wimbornefirst.dorset.sch.uk

The designated teacher responsible for coordinating SEND and Inclusion provision for children is **Emma Harmer** (Inclusion Leader).
She can be contacted at Wimborne First School, School Lane, Wimborne BH21 1HQ
Tel: 01202 882532
Email: senco@wimbornefirst.dorset.sch.uk

The Governor with oversight of the arrangements for SEND is **Linda Goddard**. She can be contacted at
Wimborne First School, School Lane, Wimborne BH21 1HQ
Tel: 01202 882532,
Email: office@wimbornefirst.dorset.sch.uk

SCHOOL ETHOS

At Wimborne First School we believe in Learning for Life.

AIMS AND OBJECTIVES

At Wimborne First School, we believe that each child is unique and we strive to promote an inclusive and caring community within our school, especially when it comes to SEND.

We value each child equally and understand the importance of showing flexibility and adaptability to our teaching approaches to ensure that we can remove the barriers to learning that children with SEND may face. We aim to ensure that every child is able to access the learning they need to be successful.

AIMS

- To develop happy, confident children who thrive in a secure and vibrant atmosphere.
- To provide every child with the opportunity to access the curriculum and achieve their full potential.
- To ensure early identification of children who require additional support to help them succeed during their school life and beyond.
- To equip each child for their future by nurturing the development of the whole child emotionally, physically and socially.
- To create a spirit of collaborative teamwork involving pupils, parents, staff, and governors to support children's learning and health needs.
- To ensure that all staff receive quality and relevant training to help them to support children with SEND.

OBJECTIVES

- To ensure all staff understand and work within the guidance provide in the SEND Code of Practice, 2014.
- To create a warm, bright, stimulating learning environment.
- To provide a robust system for early identification of children who have additional needs.
- To employ an Inclusion Leader who has a qualified Teacher status and a National Award in Special Educational Needs Co-ordination and who will ensure the SEND Policy is adhered to throughout the school.
- Encourage pupil's persistence, resourcefulness and independence in all aspects of their learning.
- To provide access to regular support, training and advice for all staff who work with children with SEND.

ROLES AND RESPONSIBILITIES

Governing body

The Governing body will exercise their duty and have regard to the Children and Families Act (2014), SEND Code of Practice 0 -25 (2014) and the Equality Act (2010). This will include ensuring that Wimborne First School's arrangements for supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. Governors have a duty to report to parents annually on the policy for children with special educational needs.

The SEND Link Governor representing the Governing Body liaises with the school staff. They oversee the SEND provision and support the school in striving to make sure those children and young people with special educational needs get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. The SEND Link Governor responsibilities are:

- helping raise awareness of SEND issues at Governing Body meetings and giving up-to date information on SEND provision within the school;
- assisting in the regular review of provision for children / young people with SEND and ensuring that parents and children have confidence in this provision;
- having familiarity with the statutory elements of this policy and how they are implemented;
- understanding changes in law associated with the delivery of SEND within our school;
- challenging and holding to account those who coordinate SEND by reviewing SEND achievement data and seeking to reduce any SEND curriculum performance gap;

- reviewing the effective and efficient use of SEND funding delegated to our school.

The Headteacher

The Headteacher has responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. The Headteacher keeps the governing body fully informed and works closely with the Inclusion leader and Senior Management Team. The Headteacher is responsible for all Looked After Children (LAC). The responsibility of all Pupil Premium and English as an Additional Language (EAL) pupils is jointly held between the Headteacher and the Inclusion Leader.

Inclusion leader

The Inclusion Leader at Wimborne First School is Emma Harmer. The Inclusion Leader will lead the day-to-day management of the children placed on the SEND register. The Inclusion Leader coordinates the provision of any advice from outside agencies and School Support Plans for children who have specific difficulties, by working closely with the Headteacher, class teachers and all support staff.

Key responsibilities

- Overseeing the day-to-day operation of the school's SEND policy.
- Identifying children with SEND in collaboration with professional colleagues, through discussion, observation and through the monitoring and evaluation of formative and summative assessment information.
- Maintaining a register of all children with SEND.
- Co-ordinating provision for children with SEND, including designation and supervision of support staff.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND and advising on the graduated approach to providing SEND 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 SEND and encouraging partnership working in the education and development of their child.
- Being a key point of contact with a range of 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.
- Supporting teachers with recording strategies within a school support plan (SSP).
- Disseminating to colleagues, knowledge and research pertaining to SEND.

Teaching Staff

Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. Teachers are also accountable in identifying, assessing and ensuring that provision is made for all the children in their classes through recording and monitoring progress. Class teachers create, monitor and review all School Support Plans for identified children. All teaching staff follow the school's procedures to identify, assess, plan, do and review children with SEND and keep the class SEND file up-to-date. Class teachers will work closely with all the teaching and support staff in their year group to ensure a consistent approach to children with special needs.

ADMISSION ARRANGEMENTS

Wimborne 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, when securing admission to school. In addition to this, Wimborne First School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Wimborne First School liaises with the local authority, health services and parents / carers 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 www.dorsetforyou/localoffer

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

High quality teaching, differentiated for individuals is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a School Support Plan (SSP) will be initiated and the school will keep a careful record of this in order to monitor progress. In consultation with parents, the child will be placed on the SEND register. Where it is decided that a child does have SEND, the decision should be recorded in the school records and the parents and carers must be 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 needs are 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. These can include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

All staff follow the flow chart below when identifying a child with SEND.

- 1) By working with and alongside the pupil in class and/or playground, please gather the following evidence (as relevant):
- Notes from observations;
 - Information from behaviour/pastoral log;
 - Work samples;
 - Notes from discussion with teaching assistants and parents /carers
 - Notes from discussions with pupil;
 - Summative assessment results e.g. SATs, Phonic testing, individual assessments.
 - Records from previous schools, teachers or outside agencies
- a) Discuss concerns with a parent, complete parental concern form.
- b) Complete the relevant Cause for Concern form and hand to Emma Harmer with copy of parental concern form. Cause for concern form will then be passed to Karen Main (Specialist Teacher/ Assistant SENCo) who will, after gaining parental consent undertake a DEST/ DST-J or further assessment.
- c) Arrange to meet with the Inclusion Leader. Bring the above evidence to the meeting. A decision will be made at this meeting as to whether the pupil meets the schools criteria for placement on the SEND record.



2) a. If a pupil meets the criteria for placement on the SEND register, the Inclusion Leader will begin an individual SEND file kept locked in the intervention room and the Class Teacher should begin a section in their SEND file.



4) If appropriate the class teacher/Inclusion Leader/TA (as appropriate) should discuss with the pupil his/her learning difficulties, strengths, what helps/hinders learning and support him/her to contribute to the provision and targets. Pupil's view should be recorded, as appropriate.



2) b. If pupil does not meet the criteria for placement on SEND register, advice will be provided on strategies for supporting the pupil through class differentiation and their progress monitored by class teacher. The child will be placed on a monitoring list.

3) The class teacher should then arrange to meet with the pupils parent/carers to discuss their child's SEND and the special educational provision to be provided (this should be separate to scheduled Parent Consultation meetings). The Inclusion Leader and class teacher or other relevant staff and parent/carer meet to discuss the following.

The parent/carers contribution to the meeting must be recorded on a meeting with parents form and kept in the class SEND file.

5) The School Support Plan (SSP) should be written and a paper copy made available to;

- Parent/Carer; to include their views
- Inclusion Leader ;
- Class Teacher
- TAs/HLTAs

An electronic copy should be kept in the SEND file on staff admin.

6) The Inclusion Leader will include the pupil on the SEND register and ensure appropriate SEND support is in place. The Inclusion Leader will give termly reports to the Headteacher/Governor of the collective number of pupils with SEND and areas of need for each year group.

~~6) The Inclusion Leader will include the pupil on the SEND register and monitor appropriate SEND support is in place. Inclusion Leader will give Termly report to Headteacher/Governors of the collective number of pupils with SEND and areas of need for each year group.~~

7) Where appropriate the teacher/Inclusion Leader/TA (as appropriate) should discuss provision/targets and strategies with the pupil. The pupil will be given a copy of his/her completed SSP.

School staff use a wide range of tools to assess the amount, level and type of SEND support required. These include

8) The SSP strategies are implemented, and progress monitored by all staff involved in supporting the pupil.

9) At the pre-arranged date all relevant staff return any relevant review information to the Inclusion Leader. A review meeting will take place to review progress.

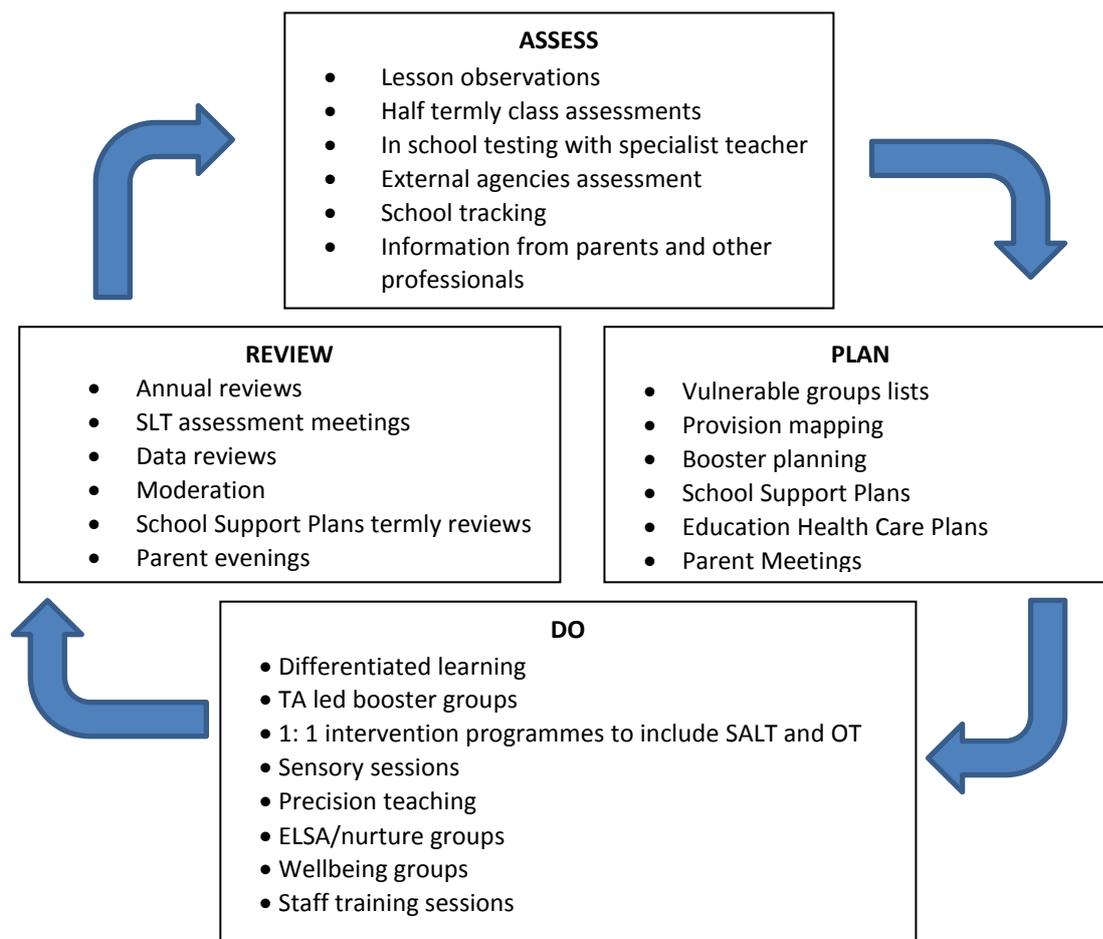
- Helen Arkle Spelling Tests (HAST)
- Salford Reading Test
- Phonological Assessment Battery (PhAB)
- British Picture Vocabulary Scales (BPVS)
- Test of Visual-Perceptual Skills (non- motor) (TVPS)
- Diagnostic Reading Analysis (DRA)
- Dyslexia Early Screening Test (DEST -2)
- Dyslexia Early Screening Test Junior (DEST -J)
- Children's test of non-word repetition (CNREP)
- Boxall Profiles

Learning needs are managed either through School Support Plans (SSP's) or by having an Education, Health & Care Plan (EHCP). The majority of children with SEND will have their needs met by the school.

SUPPORTING CHILDREN WITH SEND IN OUR SCHOOL

Where a child is identified as having SEND, Wimborne 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 / carers 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.

Wimborne First School’s Graduated Approach



FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to 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 in ‘The Equality Act 2010 and schools – (*May 2014*)’. We comply with the requirement to support children with disability as defined by the Act.

Each child’s needs (depending on severity) will be individually assessed and catered for appropriately wherever possible, to ensure that they can achieve their best in all aspects of school life. Wimborne First School are able to accommodate children with hearing, sight and physical disabilities and have the following facilities

- Disabled toilet with alarm.
- Disabled shower room.
- Ramps (although all areas of school are ground floor and wheelchair accessible).

- Acoustic panelling within some classrooms to reduce peripheral noise.

REQUESTING AN ASSESSMENT FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

Where a child's need is deemed to be significant, complex and long term and their needs cannot be sufficiently met within school, then a request for an EHC assessment may be made to the Local Authority. This request can be made by the school or parents. Following a request for assessment, the LA will determine whether a statutory education, health and care assessment is necessary and communicate its decision to parents. In making its decision, the LA will consult with the child and his/her parent and take into account, their views, wishes, feelings and any information provided by them or at their request.

If a pupil receives an EHCP then this will be reviewed annually. An Annual Review will be held at the school and the pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Wimborne First School are person centred and focus on the pupil's progress. Further details about Annual Reviews can be found on [Dorset's Local Offer](#).

COMING OFF THE SEND REGISTER

A child will be removed from the SEND register if it is decided that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress carefully 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 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

Wimborne First School will work within the statutory guidance, Supporting Pupils 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 Wimborne First School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the school policy on "Supporting children at school with medical conditions and managing medicines".)

TRANSITION ARRANGEMENTS

Wimborne First School is committed to ensuring that parents / carers 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. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Wimborne First School have close links with surrounding schools and ensure that additional transitions sessions are planned for identified children. Where appropriate Team Around the Family (TAF) meetings will also be arranged before the child transitions.

Within Wimborne First School transitions are carefully planned with joint meetings in place between staff to discuss and pass over relevant information. Identified children will also complete a passport, a social story on moving to a new class and have extra visits to their new classrooms.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan, will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

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 and source external training where appropriate. The Inclusion Leader will also attend regular Local Authority briefings on SEND updates. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEND INFORMATION

Wimborne First School presents its SEND information in three ways:

- i. by information placed on the school website which can be found at <http://www.wimbornefirst.dorset.sch.uk/>
- ii. by following the link from 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.

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

Wimborne First School publishes its Accessibility Plan on the school website; this information can be found at <http://www.wimbornefirst.dorset.sch.uk/>

Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at www.dorsetforyou.com/local-offer

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)

MONITORING AND EVALUATION

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEND and disabilities. This policy will therefore be kept under regular review but it will be fully updated every year.

Pupils with SEND and their parents will be involved in

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 has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the Inclusion Leader/Headteacher.

Wimborne First School publishes its Complaints Policy on the school website; this information can be found at <http://www.wimbornefirst.dorset.sch.uk/>

LINKS TO OTHER RELATED POLICIES

This policy closely links with other policies, plans and information produced by Wimborne First School including

Accessibility Plan

Behaviour

Child Protection

Data protection

Equality / equality information and objectives

Pupil Premium

Supporting children at school with medical conditions and managing medicines

These can all be found on our school [website](#).