

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
POLICY
September 2023

Responsibility: Lucy Williams



Approved by Governors: 26.09.2023

Review Date: September 2024

Introduction

This policy reflects the school's vision statement and values, the teaching and learning policy, assessment policy and the policy on equality of opportunity and inclusion. It complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (2014) [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

This SEND policy details how, at Dovers Green, we will do our best to ensure that the necessary provision is made for any child who has special educational needs (SEN) and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those children with SEN, allowing them to join in all school activities and achieve the best possible outcomes.

Roles and Responsibilities

The SENCO

The SENCO is Lucy Williams, who is also the Head of our Communication and Interaction Needs (High CoIN) Centre. She holds the National Award for Senco (NASENCo).

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN Governor is Veronica Readman who will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Role of the Governing Body

The governing body challenges the school to secure necessary provision for any child identified as having SEND. They have decided that children with SEN will be admitted to the school in line with the school's agreed admissions policy. The Governing Body and the staff aim to ensure that all pupils, including those as identified as having special educational needs and disabilities are motivated and encouraged to develop physically, socially, intellectually, spiritually, morally, culturally and emotionally by providing a broad and balanced curriculum which is accessible to them and which incorporates the National Curriculum or Foundation Stage Curriculum. We have high expectations and aspirations for all our children, including those with a SEND and believe that every teacher is a teacher of every child, including those with SEND. We aim to ensure that all children achieve the best possible educational and other outcomes.

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

About Dovers Green

The school is on one level allowing easy access for all pupils including those with limited mobility with ramps giving access to raised areas such as the playground and every classroom can be accessed from the terrace. The school caters for the full ability range and the presence or absence of a special educational need is not a factor in the admission of pupils. Pupils admitted to the Communication and Interaction Needs Centre (High CoIN) which is called Badgers, must have an Education, Health and Care Plan (EHC Plan) or be in the process of statutory assessment. Details of the admission process, which is different and separate to mainstream admissions procedures, can be found at:

<https://www.surreycc.gov.uk/schools-and-learning/schools/admissions/child-with-a-ehcp>

The school's Communication and Interaction Needs Centre (High CoIN) is located in a purpose built building adjacent to the main playground and provides a setting for children who:

- benefit from following the mainstream curriculum with specialist targeted support.
- may have speech, language and communication needs, autism or specific learning difficulties.
- may have high levels of anxiety present.

Further information can be found in 'Finding the right primary school in Surrey: Your guide to schools for children with special educational needs and disabilities in Surrey' which can be found at www.surreycc.gov.uk.

Objectives

- To ensure the SEND (2014) and Disability Acts and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs and disabilities.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum through adaptive and responsive planning, teaching and resourcing by class teachers, SENCo and support staff as appropriate.
- To provide appropriate training, support and advice for all staff working with children with a SEND.
- To provide specific input matched to individual needs, in addition to adaptive and responsive classroom provision, for those children recorded as having Special Educational Needs Support (SENS).
- To ensure that children with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of junior school life and learning.
- To involve parents/carers at every stage in planning to meet their child's additional needs and to enable them to achieve the desired outcomes.
- To involve the children themselves wherever possible in planning and in any decision making that affects them.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.

Identifying Special Educational Needs

The 2014 Code of Practice says:

"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 in a mainstream setting in England."

The Code of Practice also states that children should only be identified as SEN if they do not make adequate progress once they have received high quality teaching and intervention programmes and all teachers are responsible and accountable for the progress and development of the children in their class.

There are four broad categories of SEN which gives an overview of the range of needs that are planned for:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what intervention is needed, not to fit a child into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time and planning must include a consideration of the whole child, not just their SEN.

Behaviour is no longer an acceptable way of describing a SEN but should be described as an underlying response to an identified need.

It is important to remember that the following may have an impact upon a child's progress and attainment but is not considered to be a SEN:

- Disability - the Code of Practice outlines that all schools and settings must make 'reasonable adjustments' under the current Disability Equality Legislation to ensure that a child or young person's needs can be met. A disability alone does not constitute a SEN.
- 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 Serviceman/woman.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school or other school experience. Class teachers will make regular assessments of progress for all pupils and identify those whose progress is:

- Is significantly slower than that of their peers starting from the same baseline
- 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
- This may include progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

A Graduated Approach to SEN Support (SENS)

High quality teaching, adapted for every child is the first step in responding to a child who has or may have a SEN and we know that additional intervention and support cannot compensate for teaching of the highest quality. If a child is thought to have a SEN the class teacher, together with the SENCo will consider all the information gathered about a child's progress

Once a child has been identified as having a SEN, the class teacher will invite the parents to a meeting in order to:

- formally let them know that their child is being placed at SENS.
- discuss assessments that have been completed.
- agree a plan and provision. This will be recorded as 'SENS Support Arrangements' which will identify the provision that will be made and the outcomes that are expected as a result of this provision.

This is part of our graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending upon their age and ability, the child may be invited to attend all or part of the meeting. Thereafter, parents (and where appropriate the child) will be invited to meet at least three times a year to review progress made, set targets and agree provision for the next half-term. For children who have an Education, Health and Care Plan (EHC Plan) they will also be invited to attend an annual review (twice yearly for children in Early Years Foundation Stage).

A SENCo will meet with every class teacher four times over the course of the year to discuss additional needs concerns, to review SENS Support Arrangements and set new targets which will then be discussed and agreed with parents. Targets arising from the SENS Support Arrangement meetings and reviews will be used to inform and support whole class approaches to inclusion such as adaptive and responsive teaching and ensuring that teaching styles match a child's preferred learning style.

A SENCo monitors planning for SEN and supports with curriculum planning. The SENCos, monitors the quality and effectiveness of provision for pupils with SEN and disabilities through processes such as classroom observation, monitoring of work and discussions with children.

Provision Map is an online provision management tool, which is used to show all the provision that the school makes which is additional to and different from the school's adaptive and responsive curriculum for pupils with SEN and disabilities. The effectiveness of this provision is evaluated by the SENCo in order to measure the impact on the children's progress towards the desired outcomes.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. Please refer to the school's assessment policy.

Based on the school's observation and assessment data and following discussion between the class teacher, SENCo and parents/carers, the child may be recorded as needing either:

- Adaptive and responsive curriculum support within the class
- Additional support through Special Educational Needs Support
- Additional support through Special Educational Needs Support Plus

Managing Children's Needs on the SEN Register

In order to make progress, a child may only require adaptation of the plans for the whole class. This may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptive and responsive planning will be recorded daily by the class teacher. Monitoring of progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of curriculum support has not resulted in the child making adequate progress **OR** where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made. This means that:

- The class teacher devises interventions additional to or different from those provided as part of the school's usual adaptive and responsive curriculum:
- the class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.
- SENCo will take the lead in planning future interventions for the child in discussion with colleagues and parents and carers and monitoring and reviewing the action.

As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **SEN Support Plus**.

- SENCo and class teacher, in consultation with parents, will ask for help from external services
- class teacher and SENCo are provided with advice or support from outside specialists who will contribute to the planning, monitoring and reviewing of the child's progress
- SENCo will take the lead in: any further assessment of the child, planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken.

If a child continues to demonstrate significant cause for concern the school will make a request to the Local Authority for an Education, Health and Care Plan (EHC plan) to be put in place in order to support the child in achieving the best possible outcomes. An Individual Support Plan will be written with the parents/carers and if appropriate the child to record the child's strengths, their dreams and aspirations as well as the barriers they face. The EHC plan will record the provision that will need to be put in place in order to support the child to achieve their desired outcomes.

If a child has made sufficient progress and they no longer need support which is additional to or different from that of their peers, the decision will be made in consultation with the child and their parents/carers that they can be removed from the SEN register and their needs met through usual classroom practices.

Staff Development and Planning

We believe that our staff are our most valuable resource. We are committed to providing relevant training and development for all staff, teaching and support. In order to meet these needs we make full use of advisors and consultants, colleagues in mainstream and special schools, members of the multi-professional team and our own in-house expertise. All staff are asked to identify training needs as part of the Appraisal cycle.

Links with other Agencies

If necessary, the SENCo can contact support services at any time if it is felt that these are needed in order to support a child's progress.

- The school is able to call on the following services:
 - Schools Alliance for Excellence (SAfE)
 - Learning and Language Support Service
 - Physical and Sensory Support Service
 - Professional Lead for AAC and AT
 - Physiotherapy
 - Speech Therapy
 - Occupational Therapy
 - Community Paediatrician
 - Educational Psychologist
 - Freemantles Outreach
- | |
|--------------------------------------------------------------------------|
| Joanna Mitchell |
| Physical: Jennie Adams, Sensory: Peter Abbotts,
HI - Catherine Kelly. |
| Vicky Healy |
| Kerry McGarrity |
| Duha Abid Al Hadi |
| Michael Sheppey |
| Dr Jay Abayawickrama |
| Joanna Matthews |
| Vanessa Clark |

Supporting Children and their Families

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. Parents and carers are seen as integral to the successful development of their child and their participation is actively encouraged. We will have an early discussion with the pupil, when appropriate given their young age, and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

In addition to the above parents are:

- invited to attend induction for new parents meetings (see Foundation Stage Policy)
- invited to attend parents evenings and open evenings
- will be kept informed when the children on Special Needs Support and Special Needs Support Plus are reviewed as well as being invited to meetings when stages are changed
- will be encouraged to respond to ISPs
- are invited to attend Annual Reviews for children with an EHC plan.

For parents of children who travel by taxi:

- regular informal contact is made by telephone, daily 'contact' book, half-termly newsletter and weekly curriculum information;

The school operates an 'open door' policy and parents are able to discuss concerns with the Headteacher at any time. Parents can seek advice and support from Surrey 'Special Educational Needs and Disabilities Information, Advice and Support.' <https://sendadvice.surrey.org.uk/> Tel: 01737 737300

Children often have a unique knowledge of their own needs and what sort of help they would like. Even though our children are very young and for our children in the CoIN have significant and complex needs, we will involve them wherever possible in the assessment, planning and review process.

This SEN policy and the Special Educational Needs Information Report is on the school's website. Surrey also has a 'Local Offer' which enables parents and carers to see what services and provision are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Surrey's Local Offer is available from their website www.surreycc.gov.uk/sendlocaloffer our website details Dovers Green's contribution to this offer for both the mainstream school and the CoIN.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in all activities including educational visits, sports day, school plays and special workshops, if it is appropriate for them to do so.

Supporting Children with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to all aspects of school life 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 have SEN and may have an EHC plan which brings together health and social care needs, as well as their SEN provision and the SEND Code of Practice (2014) is followed.

See Policy for Supporting Children with Medical Conditions.

Liaison with other Schools

- The SENCo is in regular contact with other mainstream schools and schools with centres. The SENCo works closely with outside agencies and advisors.
- Regular contact is made with 'feeder' schools. In the term preceding transfer, formal meetings are arranged to discuss children's needs. Records are passed on including Stages of Assessment. Concerns about any particular child are discussed.

Accessibility

All children will be provided with access to a broad and balanced curriculum within the school with regard to their intellectual, physical, social and emotional ability (see Learning and Teaching Policy). Staff will be made aware of the disapplication and modification of the National Curriculum for children with SEN where appropriate. The physical environment enables disabled pupils to take advantage of the education, benefits, facilities and services we provide. The accessibility plan is published each year and forms part of the SDP planning and evaluation.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are encouraged to be part of Green Team

Pupils with SEN are encouraged to join after school clubs run by teachers

We have Emotional Literacy Support Assistants

We have teaching assistants trained in 'Drawing and Talking'

We have a zero tolerance approach to bullying.

Specialised Provision

The school has a Communication and Interaction Needs Centre (Badgers Class). It is staffed by Lucy Williams (SENCO and Head of Centre) and three teachers: Anne-Marie Merriman, Jenny Ricketts and Leigh Shepherd. The Headteacher, Nicki Starling holds a certificate in the Teaching of children with Specific Learning Difficulties (cert.SpLD) and a post-Graduate Diploma in Education (ASD and SLD.) Nicki Starling is trained in TEACCH (Treatment and Education of Autistic and related Communication handicapped Children). A team of teaching assistants support children in the unit and when they integrate in to the mainstream. The centre also has the following facilities to meet the needs of the children: (Butterflies and Tadpoles), a calming space (Caterpillars) and an outside learning space. There is a disabled toilet with changing facilities.

The school has a Speech and Language Therapist (SALT), Katy King, who works in school for 10 hours per week working with children in the mainstream school, providing individual, paired or group therapy or working alongside the children in the classroom as appropriate. On entry to school, she assesses children causing concern and then groups those who would benefit from therapy.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Complaints

- Arrangements for considering complaints by parents about special educational provision will follow the same procedure for complaints as set out in the "Policy for Responding to Parents' Concerns" which is on our website.

This policy should be read in conjunction with all other policies.

Glossary:

SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
MLD	Moderate Learning Difficulties
TA	Teaching Assistant
OAs	Outside Agencies
SENS	Special Educational Needs Support
SNSC	Special Needs Support Centre
ELS	Early Literacy Support
SALT	Speech and Language Therapist
ASD	Autistic Spectrum Disorder
SLD	Severe Learning Difficulties
AAC	Augmentative and Alternative Communication
AT	Assistive Technology