

Dean Valley Community Primary School



Dean Valley
Community Primary

Special Educational Needs (SEN) Inclusion Policy

Person responsible for Policy
Signed
Reviewed Date
Next Review

Rebecca Gregory
Rebecca Gregory
July 2023
July 2024

Safeguarding

Dean Valley Community Primary School is an inclusive school that takes safeguarding very seriously and this policy has been developed in light of our safeguarding policy.

Compliance

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of practice 0 – 25 together with the Equality Act 2010: advice for schools DfE Feb 2013.

Beliefs and values

The code of practice states that all children and young people are entitled to an education that enables them to make progress so that they:

Achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. Dean Valley Community Primary School aspires to this entitlement for all of its pupils and uses its best endeavours to ensure that children with SEN get the support they need.

Section 2 Aim

Dean Valley Community Primary School aims to raise the aspirations and outcomes for all pupils with SEN by providing a focus on outcomes for children.

Objectives

- To identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (Senco) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

Section 3 Identifying Special Educational Needs

The Code of Practice details four broad categories of SEN. They are as follows:

- communication and interaction
- cognition and learning
- social, emotional and mental 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 of category of need is to work out what action the school needs to take, not to fit the pupil into a category. Dean Valley Community Primary School identifies the needs of its pupils by considering the needs of the whole child not just his/her special educational needs.

Slow progress and low attainment do not necessarily mean that a child has SEN and do not lead to a pupil being recorded as having SEN.

The following are not SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEN).
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a child of a Serviceman/woman

Behaviour is not classed as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child’s needs and make adjustments through quality first teaching (high quality teaching, differentiated for individual pupils). It may be that the class teacher will need to take into account family circumstances and the child’s known history of experiences. If the child’s behaviour is felt to be a response to a trauma or to home-based experiences (e.g. bereavement, parental separation), it may be appropriate to complete Early Help Brokerage with the family and to support the child through that process.

Section 4: A graduated approach to SEN

Quality First Teaching is the first step of a graduated response that is taken to respond to pupils who have or may have SEN.

Initial identification of children who have or may have SEN is usually through comments or concerns brought by school staff who work directly with the child, or by parents. These concerns may be based on the pupil’s general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEN.

School staff receive training to support them in the identification of SEN and alongside this training make reference to the Cheshire East Toolkit for SEND. Early identification is important. School staff monitor the children’s progress carefully on a termly basis through pupil progress meetings which are led by the senior leadership team. The class teacher and the Senco meet after the pupil progress meeting to discuss issues raised about children who have or may have SEN. In deciding whether to make special educational provision, the class teacher and Senco consider all the information that has been gathered from within school about the pupil’s progress, alongside national data and expectations of progress. This information usually includes high quality and accurate formative assessment. For higher levels of need, school draws on more specialised assessments completed by professionals and external agencies.

Should the class teacher and Senco decide that the information that has been gathered indicates a need for special educational provision, the class teacher arranges a meeting to discuss the pupil’s areas of strength and difficulty with the pupil and the pupil’s family. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Where a pupil is identified as having SEN, Dean Valley Community Primary School uses its best endeavours to take action to remove barriers to learning and to put effective special educational provision in place. Depending on the level of the child’s needs, the decision might be made to offer class-based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil.

For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered, the support to be provided is documented on a school focused plan at First Concerns. Those pupils with the higher levels of need might be referred to other agencies for further advice and support. This information is recorded on a school focused plan at SEN Support.

A school focused plan is used as a planning tool and is based on the assessment of the pupil's needs, their progress attainment and views. The school focused plan takes the form of a four-part cycle Assess, Plan, Do, Review through which earlier decisions made about what should be done to target a child's needs are revisited, refined and revised as the understanding of the child's need and what supports him/her to make good progress and secure good outcomes is further understood. The school focused plan at SEN Support details the involvement of outside agencies.

The school focused plan is compiled for the year ahead. There should be at least 2 update meetings and a final parent, CYP (child or young person) centred review meeting. The update points consider the effectiveness of the support, interventions and their impact on the pupil's progress. Parents are invited to give feedback. Future outcomes and revisions should be agreed in the update meeting against progress and development, and in consultation with a parent and pupil. At any update where a pupil is making less than expected progress, despite evidence-based support and effective interventions, the school may involve specialists who will impact further on effective teaching approaches, equipment, strategies and interventions.

Where a pupil is identified as having SEN, he/she is recorded as either First Concerns (school targets detailed on plan) or SEN Support (outside agency recommendations detailed on plan). The Senco keeps a register of pupils requiring this additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

Moving to an EHCP Education Health Care (EHC) Plan

If a child fails to make progress in spite of high-quality targeted support at SEN Support, school may apply to Cheshire East SEND Team for his/her needs to be assessed for an EHC plan. Generally, school applies for an EHC plan needs assessment if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is life long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely the child may at some point benefit from special school provision.

Having a diagnosis (e.g. of Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) or dyslexia) does not mean that a child needs an EHC plan.

If an application for an EHC needs assessment is successful, a meeting will be held. Parents, the child and the school, any health or social care professionals who are involved with the family will be invited or their contribution sought through professional reports. The meeting will record the child's strengths, their dreams and aspirations, as well as the barriers they face. Following the meeting, the Local Authority will produce the EHC plan which will record the decisions made at the meeting.

Managing pupils needs on the SEN register

The assess, plan, do, review cycle links in to the termly cycle of pupil progress meetings.

Assessment is completed termly. The computer-based tracking system is updated as a result of these assessments. Staff consider this assessment information and use it to plan for needs on a Class Provision Map. This updated class provision map is brought to the end of term pupil progress meeting. Senior Management consider suitability of differentiation/ interventions and then timetable TAs accordingly for the following term. Once this timetabling of interventions has taken place, school focused plans can be reviewed with the pupil and his/her parents. It is the responsibility of the class teacher to ensure that any timetabled interventions take place and that if they do not, this is recorded on the intervention register of attendance.

Section 5: Criteria for exiting the SEN register/record

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEN Code of Practice: 0 to 25 years Introduction xiii and xiv

Therefore

A child will exit the SEN register/record at Dean Valley if no special educational provision has to be made for him or her. If he/she does not have a significantly greater difficulty in learning than the majority of other of the same age or if he/she recovers from the disability which previously prevented or hindered him or her from making use of facilities of a kind generally provided for others of the same age at Dean Valley.

Section 6 Supporting Pupils and Families

Cheshire East Council's local offer can be found <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Dean Valley Community Primary School's SEND Information Report can be found on the school website.

Cheshire East Educational Psychology Service can be accessed via e-mail on educational.psychologists@cheshireeast.gov.uk

Cheshire East Autism Team can be contacted via e-mail on theautismteam@cheshireeast.gov.uk

Cheshire East Information, Advice and Support Service can be contacted on 0808 808 3555

Dean Valley Community Primary School's admission arrangements follow those of Cheshire East Council and can be found on the school website (see above) or Cheshire East's website (see above). Access arrangements for tests followed for tests eg SATs are applied for and followed. Transition is provided for pupils from class to class, across key stages and to other schools.

Section 7 Supporting pupils with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, 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 pupils may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

The school's policy for supporting children with medical needs is contained within the Accidents and Medicines Policy which can be found on the school website (above).

Section 8: Monitoring and evaluation of SEND

School monitors and evaluates the quality of SEND provision offered to pupils once exit data has been recorded on class provision maps. Alternative interventions take place if progress is not adequate.

SEND provision is also monitored and evaluated through observation of the teaching of interventions by the senior management team. Outcomes of these observations are shared with staff. Areas that need developing may become appraisal targets or trigger further training.

The school focused plan review meeting provides parents with an opportunity to evaluate how their child has responded to the SEN provision in school and how this could be improved.

School has an identified SEN governor to review and monitor provision for SEND across the school.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Section 9: Training and resources

Resources

From 1st April 2013 SEN funding has been delivered to Cheshire East schools in 3 elements:

Element 1 Linked to mainstream funding

This is delivered as part of the 'Schools Funding Block' and allocated to ALL pupils through the Basic per Pupil Entitlement (BPPE).

Element 2 Low Cost, High Incidence Funding

This also forms part of the 'Schools Funding Block' and is called Additional Pupil Support. This funding is triggered by a pupil's previous attainment:

Pupils who scored below 73 points on the Early Years Foundation Stage Profile (EYFSP) pre 2012-2013 cohort and post 2012-2013 for those who are emerging on the EYFSP.

Element 3 Top-up Funding

For pupils with more complex needs the school applies to Cheshire East to be considered for Top-up Funding.

Training

Training needs of staff are identified and planned for through performance management and by the senior leadership team given consideration of the needs of the SEN children with the school.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Senco to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's Senco regularly attends the meetings to keep up to date with local and national updates in SEND.

The school has links with Cheshire East Psychology Consultancy Panel, Cheshire East Autism Team Consultancy Panel, Cheshire East Information, Advice and Support Service (formerly known as Parent Partnership), Child and Adolescent Mental Health Services .

Section 10: Roles and responsibilities

SEN Governor: Mrs E Healey and Mr T Hudson

Teaching assistants (Line managers: Miss A Greenwood)

Designated Teacher with specific safeguarding responsibility: Mrs V McPherson and Miss A Greenwood

Name of member of staff responsible for managing PPG/LAC funding: Mrs V McPherson

Name of member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Mrs V McPherson

Section 11: Storing and managing information

Documents relating to a child's SEN are held centrally in locked filing cabinets/cupboards. Class teachers also have copies of relevant documents.

Section 12: Reviewing the policy

This policy will be reviewed annually.

Section 13: Accessibility

The School's Accessibility Plan can be found on our website (see above).

Section 14: Dealing with complaints

The School's Complaint's Procedure can be found on our website (see above). We operate an 'open door' policy so would hope solutions could be found without having to resort to this.