

Dove CE Academy



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Special Educational Needs (SEND) Policy

Policy approved by the LAC: Feb 2023

Policy will be reviewed by: Feb 2024

Vision

At Dove CE Academy we aspire to be a safe, caring, nurturing, community. Providing firm foundations rooted in the Christian faith. Inspiring all to grow and flourish.

Values

At Dove CE Academy we uphold the following Christian values

- Kindness
- Perseverance
- Respect
- Honesty
- Self-control
- Forgiveness

Our educational philosophy is rooted in these values.

Philosophy

All children have a right to an education that offers equal opportunity and an inclusive ~~aim~~ community which develops sensitivity to differences and allows all to grow and flourish. We believe that, through our approach to supporting children with SEN and their families, we can help children to recognise their own strengths and talents whilst supporting them in their specific areas for development. Each child is encouraged and supported to achieve spiritually, socially and academically, within the Christian church school ethos of love and respect for all.

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At Dove CE (VC) First School we provide every child with access to a broad, balanced and relevant curriculum and are constantly looking at how we can improve provision for our pupils. With early identification the school aims to recognise and support all pupils and are committed to offering an inclusive education which provides all children with the opportunities to succeed. The governors and all staff aim to create an inclusive, secure and supportive environment.

Introduction

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2015). It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2015)
- Disability and Discrimination Act 1995
- Equality Act 2010
- Children and Families Act 2014
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- The Church of England's Vision for Education.
- Valuing All God's Children.

The policy has been created by the school's SENCo in line with the legislation listed above and our admission arrangements [here](#). Our governors, Headteacher and staff were consulted. The SENDCo is responsible for the design and implementation of this policy. Stakeholders are able to access this document via our website.

Aims of our SEND policy

The aims of our special educational need and disability policy and practice are:

- To provide access for all pupils to a broad and balanced curriculum and all aspects of school life.
- To involve children, parents and young people in decision making.
- To ensure collaboration between education, health and social care services to provide support.
- To support all staff in acquiring expertise to meet the needs of all pupils including those with SEND.
- To reduce barriers to progress and learning by embedding the principles in the National Curriculum Inclusion statement. <https://www.gov.uk/government/collections/national-curriculum>.

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- To use our best endeavours where needed to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health.
 4. Sensory and/or physical.

Definitions

- Special Educational Needs and Disability (SEND) is defined as a learning difficulty or disability that calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEN Code of Practice 2015).
- Disability is defined as a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day today activities (The Equality Act 2014).
- Mental Health is defined as “The emotional and spiritual resilience which allows us to enjoy life and survive pain, disappointment and sadness. It is a positive sense of well-being and an underlying belief in our own, and others, dignity and worth.” (Health Education Authority, 1997)

Admissions

Dove CE Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.

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- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Roles and responsibilities

Dove CE Academy has a responsibility to:

- Identify, assess and make SEND provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Inform parents when they are making special educational provision for a child.
- Designate an appropriate member of staff as having responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time."
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.

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The Headteacher has a responsibility to:

- Ensure that there is high quality teaching taking place of all children including those Special Educational Needs. Teachers are aware of their pupils' needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

Role of the SEND Coordinator (SENDCo):

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the Headteacher, to determine the strategic development of SEND policy and provision in the school.
- Work with the LAC and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.

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- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- To be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- 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
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with 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
- Ensuring that the school keeps the records of all pupils with SEND up to date
- The named SENDCo of Dove CE Academy is **Emma Manby**.

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.

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- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- To ensure that each pupil in their unique difference is able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

5.9 Expertise and training of staff

We have a team of teaching assistants who are very experienced and trained to deliver SEND provision. Teachers deliver high quality first teaching to all children in class and are assisted by the teaching assistants. Subject leaders further support teachers and teaching assistants with high quality curriculum delivery across the curriculum.

In the last academic year, staff have been trained in phonics intervention online via the Literacy Hub. Mastering Number is also used as an intervention programme and staff have been trained by our Maths subject lead who is training to be a specialist across Staffordshire.

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what Hopes and Aspirations they have.
- Tailor support to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.

Funding

- Dove CE Academy will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.
- Personal budgets are allocated from the local authority's high needs funding block and Dove CE Academy will continue to make SEND provision from its own budgets,

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even if a pupil has an EHC plan.

Local offer

- Dove CE Academy will cooperate generally with the local authority and local partners in the development and review of the local offer.

Identification

“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 of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” Code of practice 2014.

At Dove CE Academy all children will be provided with high quality teaching that is differentiated to meet the needs of all learners. We carefully monitor and assess all children in school through termly reviews. Children and young people are usually identified when school tracking information shows that learning is significantly below expectations and/or progress is less than expected so the gap is widening between them and their peers. If a child is identified Teachers will initially make reasonable adjustments to include and meet the needs of the pupil within the classroom. During this time concerns are raised and discussed with parents. If a pupil then continues to make less than expected progress given their age and individual circumstances the child would be identified as needing additional support which would be tailored to meet their specific needs.

This can be categorised by progress which:

- 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.

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When children/young people have been identified as needing additional support through the whole school assessment procedures, an Assess-Plan-Do-Review cycle is required.

Graduated approach - Assess-Plan-Do-Review cycle

Dove CE Academy will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- **Assessment** of the pupil's needs

Once concerns about a child/young person's learning have been identified, more detailed assessment is likely to be needed to identify the specific areas of concern and potential barriers to learning.

Each area of concern needs further assessment and monitoring. Assessment over time is needed to assess progress and the effectiveness of any interventions that has been put into place.

- **Planning and Doing**

Detailed assessment will provide the necessary information to plan a support package which may consist of further adjustments in the classroom to improve access to the curriculum and/or specific intervention.

Further adjustments may be needed for individual children in order to increase their ability to access the curriculum within the classroom. These adjustments may include the curriculum content, curriculum delivery and classroom resources. Any adjustments are recorded on a reasonable adjustment sheet in the class SEN/Intervention file.

Individual pupil targets are based on appropriate assessment results, are SMART and are recorded in an individual termly plan. An intervention needs to be planned and documented in order for all adults to be informed of the support that needs to be in place to support the child/young persons learning

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needs. Appropriate interventions should be implemented for each area of need and are noted on the individual termly plan.

When planning any support, the emotional well-being and confidence of the child or young person should be prioritised, with all adults having a clear understanding of the child or young person's individual needs.

- **Review**

Regular, usually termly, reviews are needed to share information, review progress, evaluate interventions and make appropriate refinements.

During the review period parents/carers are invited into school to discuss their child's progress and discuss any refinements.

All school staff are actively involved in the review process for the children they work with so they can report on how interventions in and out of the classroom have been implemented and the progress that has been made.

Staff ensure all relevant information is available at the review, including:

- Assessment of the child/young person's progress in the area of concern
- information about the adjustments that have been made in the classroom and their effectiveness
- information about how the individual intervention has been implemented including how often it took place, who delivered it and how engaged the child/young person was.
- any other updated information

Pupils' are actively involved in the review as appropriate to their age and developmental level.

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Statutory Assessment

If a child/young person is not making the expected progress despite school intervention to support the Assess Plan Do Review process or if there is significant concern about a child/young person's learning needs then Dove CE Academy will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

The Local authority will then make a decision whether to implement an Education Health Care plan which will detail the child's needs. If the decision is taken not to issue an Education Health Care plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Reviewing an EHC plan

Dove CE Academy will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting.

SEN and Disability Tribunal

Dove CE Academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

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Data and record keeping

Dove CE Academy will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details of additional or different SEND provision on a provision map.

Confidentiality

Dove CE Academy will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

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