



Inspiring All to Excellence



Dosthill Primary Academy

SEND Information Policy

Document Control

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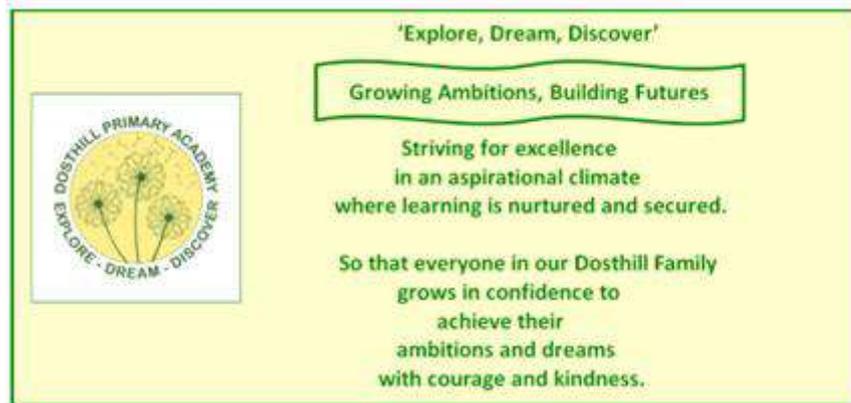
Version Control

Version	Date	Amended by	Comments
V1	June 2020	Nikki Roadway	
V2	Summer 2022	Becky Nicholson	The name and details of the SENDCO have been changed throughout the policy.
V3	Spring 2023	Sonia Burke	See below

Section	Changes Made
Spring 2023	The name and details of the SENDO have been changed throughout the Policy.
Page 9	Senior Mental Health Lead training added

Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school:



Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:



Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale and Principles

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families act 2014.

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Do Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Over the last few years the Government has reformed the way in which provision and support is made for children and young people with SEND in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014, along with a new SEN code of Practice. More details about the reforms can be found on the Department for Education's Website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Staffordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

SEND Mission Statement

At Dosthill Primary Academy we are passionate and committed to ensuring that we are an inclusive school. We support children with a variety of special needs and we value the individuality and uniqueness of all of our children. We are committed to giving all our children every opportunity to achieve their full potential through the highest of standards and expectations.

Our Vision

We provide a safe, happy and caring environment.

We work hard, enjoy learning, and have high expectations of ourselves and others. This is achieved through positive attitudes, creative approaches to learning and teaching, and high standards of behaviour.

Pupils leave us equipped with the life skills needed to become well-balanced, respectful citizens.

Our Aims and Objectives

- To identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry to school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENDCO and

curriculum leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information on the provisions for pupils within the whole school and the effectiveness of the SEND policy and the schools SEND work.
- Work with and in support with outside agencies when the pupils' needs cannot be met by the school alone. A list of these services can be provided by the SENCO.
- Create a school environment where pupils feel safe to voice their opinion about their own need through pupil voice surveys. Pupils are also encouraged to participate in all aspects of school life including after school clubs, residential visits and extra-curricular activities.

Identification, Assessment and Provision

Teachers use AFL (Assessment for Learning) within lessons to monitor children's progress, and they do summative assessments at the end of each term. Children who are making slower progress can be highlighted through our data and individual intervention put in place to ensure that the pupil can be supported. If teachers have specific concerns about a child, they contact the SENCO for support. Checklists and screeners may be carried out at this point. If parents have concerns about a child, they can arrange a meeting with the class teacher to discuss these, and referrals and a meeting with the SENCO can be made if necessary.

We know when a child needs help if:

- ❖ Concerns are raised by parents/carers, teachers, or the child's previous school about the child's behaviour, difficulties in learning and/or a physical problem that may impact on the pupils learning.
- ❖ There is lack of progress in Reading, Writing or Maths.
- ❖ Poor test scores alongside concerns raised in class during day-to-day teaching and learning.
- ❖ There is a change in the child's behaviour.
- ❖ A child asks for help because of continuing difficulties in class with learning.

A graduated approach to identifying and supporting children with SEND: Quality First Teaching

(a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

(b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

(c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupils' academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

(d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

(e) Through (b) and (d) it can be determined which level of provision the child will need going forward in their learning.

(f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

(g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

(h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the schools SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

(i) Parent's evenings are used to monitor and assess the progress being made by the child. Additional meetings may be arranged; the frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so they remove barriers to learning. The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupils' views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the schools' information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving

as required. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date from review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with the teaching assistant and or specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupils' progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Assistant SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan.

The role of the SENCO at Dosthill Primary Academy

Our SENDCO, Mrs Sonia Burke, is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND.

The SENCO (sometimes called a SENDCO) liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

The SENCO has regular contact with a wide range of external agencies that can give more specialised advice when this is the case.

If you have any concerns regarding SEND matters do not hesitate to contact the SENCO, Mrs Sonia Burke.

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEND terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and social difficulties
CAF	Common Assessment Framework
CAMHS	Child and adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Special Learning Difficulty
VI	Visual Impairment

In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

All staff have received training related to SEND.

We audit staff training regularly to identify gaps in staff knowledge to provide plan and provide staff training.

The SENDCO attends relevant SEND courses and conferences, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, along with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified by provision management.

Access to the Curriculum, Information and Associated Services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

- Individual children will receive access to the curriculum according to individual needs.
- Staff will be kept informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Regular training and learning opportunities for will be given to all staff about SEND. School staff will be kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

Inclusion of pupils with SEND

The school offers a wide variety of pastoral support for children who are encountering emotional, social and behavioural difficulties. These include:

- All members of staff are readily available for children who wish to discuss issues and concerns.
- Behaviour and Attendance is monitored and support is offered. Children are only excluded in very exceptional cases.
- The SENCO, Mrs Sonia Burke has completed the Senior Mental Health Lead training and provide ongoing emotional support to pupils across the school.
- The Mental Health and Wellbeing Lead, Mrs Sam Lewis, is based at Dosthill Primary Academy on a Monday and works with individual learners, supporting their wellbeing.

Children with medical needs

- If a child has a medical need, then a detailed Medical Care Plan is compiled by either Mrs Sonia Burke, SENCO in consultation with parents/carers. These are discussed with all staff who is involved with the child.

- Where necessary and in agreement with parents'/carers medicines are administered in school where a signed medication form giving consent is completed and held at the office.
- Medicines are kept in safe storage in the medical room adjacent to the school office.

Accessibility to the school environment

We are committed to providing a fully accessible environment which values and includes all children, staff, parents, and visitors. As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- We have a disabled toilet and ramps into school.
- We have a disabled parking space.
- We have a medical room to provide a safe place for medical procedures.
- We have dyslexia boxes with a variety of different resources to help children with Dyslexia throughout the school and we use ICT programs to support our SEND children.
- We have an up-to-date Accessibility Plan.

Inclusion in activities outside the classroom including school trips

We try to ensure every child can access all the activities in and outside of the classroom including school trips; we would look at the child's individual needs and plan accordingly with the parents.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggest that an intensive level of 1:1 support is required additional staff will be included on the trip. In some medical cases we will invite parents to support their child on trips.

Specialist services and expertise are available at or accessed by the school

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- SENSS
- Autism Outreach Team
- Educational Psychologist
- Behaviour Support Service
- CAMHS (Child & Adolescent Mental Health Service)
- Midlands Psychology
- PDSS
- Flash Ley Centre (Physical & Sensory Service) to support children with hearing/visual Impairment
- Local Support Team
- EWO (Educational Welfare Officers)
- Speech & Language
- Occupational Therapy
- Paediatrician

- School Nurse
- Social Services

An Educational Psychologist is allocated to our school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. To help understand the child's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the child in order to take their learning forward.

Transition Processes

Dosthill Primary Academy understands what a stressful time moving schools can be therefore strategies are in place to enable the child's transition to be as smooth as possible.

These include:

On entry: -

- A planned programme of visits in the summer term for children starting in September including visits with pre-school staff to their new class (without parent/ carer).
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Foundation Stage teachers visit all children in their pre-school setting. Where concerns are raised Mrs Sonia Burke, SENCO will visit and attend transition meetings at the setting and a meeting with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school such as starting part time if necessary.

Transition through the school: -

- Visits to their new class in the summer term
- Information sharing sessions between year group teachers.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.

Secondary transition: -

- Secondary school staff visits children prior to them joining their new school.
- Mrs Sonia Burke, SENCO meets the SENDCO's from the secondary schools to pass on information regarding SEND children.
- Extra visits for those SEND children who need/want one prior to transition days can also be organised.
- Children attend transition day's particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g., Enterprise days at the secondary school and drama workshops delivered by secondary staff)

Mid-year transition

Our induction for children arriving mid-year includes: -

- Currently we give all children a tour of the school with their parent/carers.
- Introduce children to their new teacher and show them where they will put their coats etc.

- Agree the start date. In certain circumstances such as the child not having attended school before, special starting arrangements may be agreed.
- Contact the previous school for the child's records. The previous schools SENDCO may be contacted for information regarding the child.

SEND Resources

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at child progress meetings or if a concern has been raised by them at another time during the year.

Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g., Educational Psychologist). Funding may be used to buy in specialist support.

AEN funding is allocated by county for when children need extra support, and this is used to allocate a Learning Support Assistant to the child.

Learning Plans for SEND Children and Personalised Provision

Each child's SEND Passport for Learning targets will be drawn up by the class teacher with support from the SENCO and/or Assistant SENDCO. It will be differentiated accordingly to suit the child's individual needs, setting personalised targets. Support provisions will vary depending upon the needs of the child. A copy of the targets will be given to parents.

If a child has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the child may be placed in a small intervention group. Intervention takes place outside of core teaching time, these children are identified half termly. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCO.

Child Progress Meetings are held every term. This is a meeting where the class teacher meets the Senior Leadership team to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally, a child may need more expert support from an outside agency such as SENSS, the Community Paediatrician, Speech Therapists, CAMHS, and Autism Outreach Team etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Support in accessing the curriculum

Teachers plan and use a range of differentiation strategies within their lessons from children's levels, differentiating work to closely match children's ability and learning needs. Teachers plan for different learning styles within their lessons. When a child has been identified with special

needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

The school has Level 1 Dyslexia Friendly status and teachers confidently adjust their lessons, such as using coloured paper and overlays for reading, using talking tins for writing lessons and practical apparatus such as bead strings for maths support. These strategies are embedded within the teacher's daily practice. Teachers also differentiate the pitch of their lessons for SEND children by using their individual Passport for Learning Plan and tracking back through previous year groups for objectives.

A learning support assistant may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If appropriate specialist equipment may be given to the child e.g. reading rulers, writing slopes, pen/pencils grips or easy to use scissors.

Working in partnerships with parents

Dosthill Primary Academy believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

We have an open-door policy for parents and carers. The school welcomes feedback from parents and parent surveys are used to monitor and improve current practice.

Parents are kept up to date with their child's progress through parent's evenings, provision mapping, multi-agency meetings, and reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

Supporting your child at home

- The class teacher may suggest additional ways of supporting your child's learning at parents' evenings, review meetings or by arranging a meeting with you.
- Mrs Sonia Burke, SENCO may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at the termly review meeting.

- Mrs Sonia Burke, SENCO may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Parent/carer workshops and coffee mornings are arranged throughout the year, to encourage an open and relaxed forum where advice and ideas can be exchanged. We also offer family learning courses and parents are invited into school for reading workshops to learn more about how to support children at home with their reading.
- Please look at the school website; it includes links to websites and resources that will help you to help your child at home.

Pupil Progress

You will be able to discuss your child's progress at Parents Consultation Meetings and termly review meetings for children with a Passport for Learning Plan.

Appointments can be made to speak in more detail to the class teacher or Mrs Sonia Burke, SENDCO by visiting the school office. We have an open door policy and parents are welcome to come into school at any time to discuss issues. If teachers and staff agree that it is necessary, a home-school book can be implemented.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

School Contacts

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact one of the following:

- Your child's class teacher
- Mrs Sonia Burke, SENDCO sburke@dosthill.org
- Mr David Shakeshaft - Executive Head Teacher exehead@dosthill.org

Appointments can be made with any of these people through the school Office - 01827 214930