



Radipole Primary School

SEND Policy

Signed: *J Cridland*

Chair of Governors

Date of Approval: May 2018

Date of Next Review: May 2020

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Radipole Primary School

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Radipole Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Mrs Natalie Hilton. This person is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is: Ms Kirsty Parker.

AIMS AND OBJECTIVES

It is the aim of our school that every member of the school community feels valued and respected so that they are able to learn and fulfil their potential. Each person is treated fairly within our caring community, whose values are built on mutual trust and empathy.

This SEND policy is designed to support the way in which all members of the school community can learn together collaboratively, in an environment where everyone feels happy, safe and secure.

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and work towards ensuring that all pupils, regardless of their SEND needs make the best possible progress in school. We aim to achieve this through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability

- To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

Responsibility for co-ordinating provision for Special Educational Needs within the school is held by the SENCo (Mrs N.Hilton), working closely with the Headteacher, Governing Body, teaching staff, support staff, parents and a range of external agencies.

Responsibilities of the Governing Body (*in co-operation with the Headteacher*)

- The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that the School's arrangements for supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.
- determining the school's general policy and approach to provision for children with SEN
- establishing appropriate staffing and funding arrangements
- appointing a governor with special responsibility for Inclusion to monitor closely the school's work (Ms Kirsty Parker)

Responsibilities of the Headteacher:

- managing all aspects of the school's work, including provision for those children with SEND
- keeping the governing body fully informed
- working closely with the school's SENCo to ensure appropriate support for Looked After, Pupil Premium and Disadvantaged/Vulnerable children

Responsibilities of the SENCo include:

- co-ordinating provision for those children with SEND in line with the school's SEND policy
- monitoring the progress and attainment of all SEND pupils
- ensuring liaison with parents and other professionals in respect of children with SEND
- advising and supporting other practitioners within the school setting
- ensuring that appropriate Provision Maps and Individual Education Plans are in place
- ensuring that relevant background information about children with SEND is collected, recorded and updated
- Providing regular updates to the Governing Body regarding all aspects of SEND provision

Responsibilities of all teaching and non-teaching staff:

- being fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN
- being involved in the development and implementation of the school's SEND Policy
- being responsible for the development and progress of all pupils with SEND, including where they access support from Teaching Assistants or specialist staff.

ADMISSION ARRANGEMENTS

Radipole Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all pupils, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Radipole Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

[\[click here\]](#)

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support pupils with disability as defined by the Act.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

- Information from parents, pre-schools (or any other school which the child may have previously attended)
- Classroom observations of behaviour traits and difficulties accessing the curriculum
- Regular assessments in core subjects, where progress is tracked and measured against age- related expectations
- Standardised tests to measure reading, spelling etc.
- Referrals to external agencies for assessments and advice.

These could include Educational Psychologists, Speech and language Therapy, SENSS, Occupational Therapy, Physiotherapy, School Health, GPs and Consultant Paediatricians, CAMHS and DCFCT.

Learning needs are managed through the use of additional teaching assistant support, specialist teaching, access to Intervention programmes and /or implementing advice and support from external agencies.

SEND provision is outlined on an individual Provision Map. Some pupils with complex needs will also have an individual education plan detailing specific targets or will have an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all pupils, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs.

If it is decided that a child does have SEND, the decision is recorded in the school records and the child's parents / carers are informed that special educational provision is being made. A Provision map is drawn up and will be actioned. The school will keep a careful record of this in order to monitor progress.

The SENCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND. Progress will be reviewed on a termly basis

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

They could include any of the following:

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

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, we adopt a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Prior to a child being placed on the Code of Practice, the class teacher and/or parents will already have raised causes for concern and the school will have begun the process of gathering information.

At this stage the class teacher will:

- discuss their concern with the SENCo and review strategies already being used to teach the child
- consult the child’s parents (and the child where appropriate), for further information
- identify specific concerns and collect relevant evidence to support these
- monitor the child’s progress closely, differentiating work when appropriate
- review the child’s progress in conjunction with parents and SENCo after an agreed period of time (usually termly).

If it is decided that there is a need to provide interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum, parents will be informed by the class teacher that special educational provision is being made for their child.

At this stage the SENCo will work closely with the class teacher to coordinate the child’s SEN provision by:

- drawing up a Provision map to outline the action being taken. This may also involve devising a separate ‘Behaviour’ plan for some children or introducing a home –school diary to monitor behaviour patterns on a daily basis
- providing additional resources/support where appropriate: e.g. directing available teaching assistant support within the classroom, giving access to specific SEN Teaching support and Intervention programmes, providing practical resources (for developing fine motor skills, ICT software etc.)

The SENCo and Class teacher will ensure that parents are involved in this process by discussing the provision being made and also recording ways in which parents can support their child’s learning at home. Appropriate action to support the child may also include an Individual Education Plan outlining specific targets to be achieved by the child. Termly reviews of progress involving parents will take place.

When progress continues to cause concern, further advice and support may be needed. In these cases, parental permission will be sought to refer the child to an external agency e.g. an Educational Psychologist.

Where there are concerns about a child’s emotional health and well-being a referral may also be made to the Locality team. The family will be consulted about taking part in an assessment process known as the CAF (Common Assessment Framework) in order to clarify concerns, collect all relevant information and access support for the child and family.

When a number of external agencies are involved in supporting a child, the child's progress is then reviewed by the school, parents and relevant agencies at a 'Team Around the Child' meeting. Further interventions and support mechanisms are discussed. (Where a child's needs involves a medical condition, relevant health agencies will also be invited to attend.)

The child will also be invited to share their views either in person or via a pupil questionnaire, completed in advance of the meeting.

If it is felt that a child needs a high level of specialised support beyond what the school is currently able to offer, then a formal meeting will be held (usually involving an Educational Psychologist) to discuss the need for a request to the Local Authority to consider drawing up an Education and Health Care Plan (EHC).

If the Local Authority agree that the child's needs are sufficiently complex and lifelong to need a high level of specialised support, then an EHC will be drawn up.

The parents and their child will be fully involved in this process. This plan will outline the provision needed to allow the child to access the curriculum successfully, how the support should be used and what strategies must be put in place. It will also have long and short term goals for the child. Progress will be reviewed termly and it will be formally reviewed on an annual cycle.

Changes to the plan will be carefully considered when important transitions i.e. moving to Secondary School, are due to take place. In some cases this may result in alternative educational provision being sought.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Progress of all pupils, including those with SEND is monitored closely. Teaching assessments in Maths, Writing and Reading are entered on to an electronic tracking system in October, February and June, so that attainments can be measured against age-related expectations. Assessments for Pupils with SEND are monitored by the SENCo in order to evaluate progress and adapt provision to meet each child's needs.

IEP targets are also reviewed termly and the progress of those pupils receiving intervention programmes is evaluated by assessing pupils prior to the programme starting and then again when it has been completed.

Class teachers are responsible for maintaining SEND records for all pupils in their class. These records are regularly monitored by the SENCo. in order to update the School's SEN Register. The SENCo is also responsible for co-ordinating all interventions, including support involving external agencies. A record of these interventions are kept on a central file and shared with class teachers and parents.

An SEND update is produced termly for Governors. This is discussed in detail with the Governor with specific responsibility for SEND and then presented at Full Governing Body Meetings.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. All children will be monitored and their progress tracked so that staff will be alerted to any further learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage about the type of support that is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored closely by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically are subject to Data Protection law and all paper records.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Radipole Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – *(DfE April 2014)*. We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that the School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

Radipole Primary School is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression, and at the point of exit and transition to the next school.

There is close liaison between our Foundation Stage staff and local Pre-School providers. We are alerted to any pupils entering school who may already have been identified with particular learning needs and meetings are held with families and any external agencies involved, to ensure a smooth transition into school. Where appropriate, additional visits are arranged so that these pupils can meet their teacher and view the classroom before the usual programme of pre-school visits begin.

At the end of each school year, care is taken to ensure that all pupils make a smooth transition to their new class. Staff are given time to pass on information and discuss the needs of all the pupils in their class with the receiving teacher, including those with SEND. Consideration is given to the need for continuity in terms of support staff for particular children, and all pupils spend time with their new teacher during the summer term prior to transferring to their new year group in September.

Radipole Primary School has close links with all secondary schools in Weymouth. When pupils are due to transfer to secondary education, all information regarding SEND provision is shared with SENCOs and Year 7 staff of the relevant schools. Additional visits to secondary settings are arranged for those pupils with specific needs and there are opportunities for them to meet with staff who will be supporting them in their new schools.

We will always discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need, of both staff and children, as and when required.

Training opportunities are offered through our local collaboration either through a twilight session or as part of an INSET DAY and through courses run by the Local Authority.

The SENCO provides training and information on pupils with specific needs for all support staff. Additional training may also be arranged to support those pupils with specific medical needs and will be arranged in conjunction with medical professionals.

The SENCO also attends a termly network meeting (provided by the Local Authority) in order to keep abreast of Local and National developments regarding SEND.

Governors are invited to all staff training relating to SEND.

SEND INFORMATION

Radipole Primary School presents its SEND information in three ways:

- i. by information placed on the school website which can be found [here](#)
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

The Radipole Primary School website contains the following information:

- The SEND Policy
- The school's SEN Information
- Link to Dorset's Local Offer website
- The policy for Supporting children at school with medical conditions
- The Accessibility Plan
- Link to the Equality information – possibly held elsewhere on the website under its own tab
- Link to school admissions information]

ACCESSIBILITY

Radipole Primary School publishes its Accessibility Plan on the school website; this information can be found at www.radipole.dorset.sch.uk. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=9nhuuXEU1hl&localofferchannel=0>

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues either to the SENCo or the Headteacher.

Radipole Primary School publishes its Complaints Policy on the school website; this information can be found at www.radipole.dorset.sch.uk

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.

LINKS TO OTHER RELATED POLICIES

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti bullying