



Diocese of Salisbury

Academy Trust

'Beyond expectations for all of God's children'

Special Educational Needs and Disability Policy



Wimborne St Giles

CE First School

Policy Date: September 2023

Review Date: September 2024

Special Educational Needs and Disability Policy

Rationale

All children have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, the academy is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

Wimborne St Giles CE First School and Nursery is fully committed to upholding the SEND Code of Practice (2015).

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a learning, communication, emotional, mental or social 'difficulty' which calls for special educational provision to be made for them. Children have a special need if they:

- Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in the academy.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs to ensure that the necessary provision is established and then monitored;
- To plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related;
- To involve families and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child's My Plan Review;
- To work in partnership with, and involve, families and outside agencies;
- To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them.

Roles and Responsibilities

The responsible persons for SEND at the academy are:

- Philippa Hill – Head teacher
- Jen Thick – Governor

The SENDCo at Wimborne St Giles is Emma Verlander. The SENDCo is responsible for co-ordinating the day to day provision of education for pupils with SEND at the academy.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the Academy's SEND policy.
- They are up to date and knowledgeable about the Academy's SEND provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

The Governing Body will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that families are notified of a decision by the Academy that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

The Senior Leadership Team will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- Overseeing and maintaining resources for a range of SEND.
- Ensuring that all staff have continued professional development relating to SEND.
- Working in close partnership with families and external agencies.

- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

Access to the Curriculum

Wimborne St Giles is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

SEND Support and The Graduated Approach to providing SEND support

Levels of SEND Support

- Quality first teaching including highly effective differentiation for the majority of children will be met in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.
- **Monitor** - If a child is below age related expectations (or identified as having a possible SEMH difficulty) when whole school pupil progress meetings are conducted then they will be placed on **monitor** on the SEND register. These progress meetings take place 6 times per year between the class teacher, and a member of the Senior Leadership Team. A '**monitor**' child is one whose progress is below age related expectations or who is struggling to regulate his/her emotions but will make progress with some provision in/out class. This information is shared with parents during parents' evening appointments or through an arrangement appointment with the class teacher.
- **SEND Support** - a child whose progress is significantly below age related expectations or who needs a higher amount of support either 1:1 or small group, is placed on SEND Support. For all children at SEND support an IEP will be generated that has the child and their needs at the centre with outside agencies being consulted in order to provide additional support. An IEP is generated in conjunction with the child, parents, school staff and when appropriate outside agencies. This focusses on outcomes and provision that is needed to support the child. Everyone involved in the IEP including parents, are kept up to date regularly with progress and all external agency reports are shared with parents. This process will inform short term targets for the child

- **Education and Health Care Plan (EHCP)** - A child who requires specific support in class and where progress and needs have not been met through an IEP will be considered for an EHCP and request a needs assessment. Parents, the child, school and any other agencies involved will be asked for their input which will be presented to Dorset Council SEND panel.

The Graduated Approach to SEND



Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess - Class teacher and SENDCo will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

Plan - If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

Review - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress. Where a pupil has an EHCP, the LA and school must review the plan at least once a year.

SEND support

Following a review of the strategies, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The IEP will evidence:-

- The child's view
- The views of their family
- Areas of strengths and difficulties
- How best to support the child, stating any continued provision.
- Review against targets

The IEP will be reviewed termly and shared with parents/carers.

Requesting an EHCP

Where, despite all of our best endeavours and evidence of at least three cycles of Plan, Do and Review, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for an EHCP.

However, this may or may not result in the LA issuing an EHCP. Where a child has an EHCP, we will carry out an annual review which parents, the child, the SENDCO, the class teacher and if necessary the LA and outside agencies, will be invited to attend. If they are unable to attend it is requested that they provide some written feedback regarding the child.

The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed (by Dorset Council) called the Provision Lead who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register and placed on our Class Concern list to monitor ongoing progress.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan.

Parent/Carer (Families) Voice

Families are important partners in the effective working relationship with the academy in raising their child's attainment. The Academy strives to ensure that families are fully involved in the identification, assessment and decision-making process in the academy. Families contribution to their child's education is valued highly by the staff in the academy.

Complaints Procedure

If families have a complaint concerning provision for their child, they should discuss this with either the SENDCo or the Headteacher who will issue a copy of the Academy's Complaints procedure. The complaints policy is also available through the school's website.

Criteria for Evaluating the Success of our Policy:

The policy will be evaluated against the objectives stated on page two by:

- ✓ An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- ✓ An analysis of the pupil's academic, social and emotional data and the interventions in place to narrow identified gaps (this analysis will include evidence from learning walks and assessments against IEP targets).
- ✓ By involving the pupils, families and outside agencies in discussing, constructing and reviewing provision through the process of IEPs and EHCP reviews.