



INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEN Policy. This is a duty set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015).

A SEN Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- They have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age;
- They require special educational provision to be made for them.

There are four principal areas of SEN:

- Communication and interaction need
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' More detail about SEN and disability can be found on Dorset's Local Offer.

ROLES AND RESPONSIBILITIES

The leader with oversight of the arrangements for SEN and Disability at our school is: Mrs Gayle Edwards (SEND lead)

Our Head of School, Mrs Kelly Fletcher has overall responsibility for SEN and disability at our school. Her duties towards pupils with SEN and disability include ensuring that children in the school with Special Educational Needs or Disabilities are supported in meeting their full potential and additional measures are taken as appropriate to maintain full inclusion in a mainstream primary school.

Our Special Educational Needs Coordinator (SENCo) is Mrs Gayle Edwards. The role includes:

- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with SEN.
- Liaising with parents of children with SEN.
- Liaising with other providers, outside agencies, educational psychologists, and external agencies.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Providing support and guidance for staff for specific needs of their class

Parents can contact our SENCo by e-mail: senco@shaftesburyprimary.co.uk

Telephone 01747 852901.

The SENCo is a member of the Senior Leadership Team.

CONSULTATION

This policy was originally developed in consultation with:

- Pupils with SEN and disabilities
- Parents
- Governors
- All school staff

VISION AND AIMS

Shaftesbury C of E Primary School wants all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEN and disabilities and will provide them with high quality learning opportunities, to ensure that they achieve their best. We also want to help our pupils with SEN and disabilities to develop a positive view of themselves, so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what does not.

The views of our pupils and their parents are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy. To achieve the above, we will:

- Create an atmosphere of encouragement and acceptance in which all pupils can thrive
- Be sensitive to individual pupils' needs and celebrate achievements
- Enable each pupil to take part and contribute fully to school life
- Provide access to and progression within the curriculum
- Involve pupils in planning to support their SEN or disability
- Work in partnership with parents to support children's learning and health needs

- Provide quality training for staff that enables them to support pupils with SEN and disabilities

OBJECTIVES

Shaftesbury C of E Primary School will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil. In implementing this policy, our goals are to:

- Identify all pupils who have SEN and disabilities at an early stage
- Ensure that pupils with SEN and disabilities have their needs met and that they make progress
- Work in line with the Special Educational Needs and Disability Code of Practice: 0 – 25 years (Jan 2015)
- Provide support and advice to all staff who work with pupils with SEN and disabilities
- Operate a whole school approach to meeting SEN and disabilities, in which all members of the school community understand their role
- Ensure that pupils with SEN and disabilities join in with all the activities of the school alongside their peers
- Adopt a 'person centred approach' to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decisions which affect them
- Ensure there is effective partnership working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

Shaftesbury C of E Primary School uses the Local Authority arrangement for school admissions when a child is starting school for the first time. The Sherborne Areas Schools' Trust manage their own admissions for children already in education. These arrangements are mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- Providing Quality First Teaching which nurtures and recognises individuality of every child in the school

- Regularly assessing our pupils' progress and targeting areas of difficulty
- Adjusting work for pupils who need this (differentiation)
- Providing additional adult support as required to achieve curriculum outcomes

As necessary, we also:

- Provide targeted short term monitored interventions which are modified in line with outcomes.
- Provide pastoral support as required when family situations change and affect the child's learning and development.

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need.

This is a process involving the class teacher, SENCo, parents and the pupil. If it is decided that a pupil has SEN and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEN record under the category of SEN Support. Parents will be informed in writing when this happens.

The provision given at SEN support will be individual to each child, according to their SEN but it could include:

- A special learning programme (School Support Plan)
- Extra help from a teacher or a Learning Support Mentor
- Working in a small group or supported to take part in class activities
- Reviews and intervention from Specialist Teachers

We will involve parents in decisions about the support to be provided for their child by regular liaison at parents' evenings and other meetings to monitor and review provision detailed on the child's School Support Plan.

Shaftesbury C of E Primary School will support most pupils with SEN at SEN Support. However, some pupils with more severe, complex, and long-term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the class teacher or SENCo if they feel their child might need an EHC Plan. EHC Plans are issued by the Local Authority following an Education, Health and Care (EHC) needs assessment.

Shaftesbury C of E Primary School will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial. Further details about the assessment process and EHC Plans can be found on Dorset's Local Offer. Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEN) and bereavement. These needs will be addressed appropriately using other processes or strategies.

SUPPORTING PUPILS WITH SEN AND DISABILITIES

At Shaftesbury C of E Primary School, we use the “Assess, Plan, Do, Review” approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so.
2. Plan - the teacher and our SEN leads will plan the support needed, involving the pupil and their parents. A review date will be agreed.
3. Do – our SEN leads will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved.
4. Review – everyone, including the pupil and their parents will decide how effective the support has been.

We will then adapt the support after considering the pupil's progress. If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

At Shaftesbury C of E Primary School, we use School Support Plans to record and monitor support at the SEN support stage of the Code of Practice. The school support plans are reviewed, discussed and agreed with parents three times a year, in the autumn, spring and summer terms. The overall progress for the year is given in the annual written report.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Shaftesbury C of E Primary School are person centred and focus on the pupil's progress.

They also:

- Consider whether the outcomes in the EHC Plan are still appropriate
- Review the special educational provision in place
- Review any health or social care provision currently in place
- Consider whether the EHC plan is still needed.

A report of the meeting is sent to the Local Authority. Further detail about Annual Reviews can be found on Dorset's Local Offer.

REMOVAL FROM THE SEN RECORD

A pupil will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise (for a term). Some pupils may dip in and out of SEN Support and parents will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

TRANSITION ARRANGEMENTS

Shaftesbury C of E Primary School is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school.

EYFS (Early Years Foundation Stage) staff liaise closely with the feeder pre-school provisions to ensure smooth transition into the EYFS reception classes. Other agencies may be involved as appropriate in this including:

- Portage
- Speech and language therapy service
- Occupational therapy service
- Educational Psychology service
- Paediatrician

Children coming into the reception class may be already on the SEN support stage of the Code or have an EHC Plan in place. If this is the case, the school will work with parents and the pre-school setting to put everything in place needed of a successful transition.

When children join us from other primary settings, we receive existing SEN information from the previous setting. We will allow the child to settle in with us before implementing interventions as appropriate and matching those in place in the previous setting. We will then use our School Support Plan and review and monitoring process to ensure the child achieves their full potential in our setting. We also offer taster days which help to inform all parties of the specific needs of the child and where necessary provision will be in place from day one.

If a child leaves us to go to another setting before year 6, we will contact their new school to offer all information we have about the child as well as forward on all our records and interventions up to their leaving date. If needed, we will work with the new school to ensure transition support is in place.

Some children find the transition between classes hard and so will be supported in school with additional sessions with new class teachers or sessions with key staff for the following year. We may also put together a photo story for use over the holiday to ensure anxieties are not raised in this time out of the learning environment.

At the end of year 6, most of our children go to one of two secondary settings. The SENCo and SEN Leads work with the year 6 teacher and SENCos from both settings to ensure appropriate transition support is in place. Some children will need a series of sessions prior to going to secondary, some may be fine with one. In some cases, meetings may help to plan personalised transition for a pupil. Children transitioning with an EHCP will have a transition review in summer term of year 5 which will be attended by a representative of the relevant County Council and the chosen secondary provision (if there is one at this stage). This will be a person-centred review and will set up support and plans for starting at the next provision.

TRAINING AND RESOURCES

Shaftesbury C of E Primary School aims to keep all staff up to date with relevant training in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development. Training needs are identified through analysis of need with the SENCo and senior leadership team ensuring that training opportunities match school priorities. The SENCo will also provide information on specific special educational needs for new staff. Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

STORING AND MANAGING INFORMATION

All data including data stored electronically, is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

LINKS TO OTHER INFORMATION

This policy links closely with other policies, plans and information produced by Shaftesbury C of E Primary School and these are outlined below.

ACCESSIBILITY PLAN

In line with the Equality Act 2010, we have an Accessibility Plan which sets out how we will:

- a) Increase access to the curriculum for our disabled pupils
- b) Improve the physical environment of the school to increase access for our disabled pupils and
- c) Make written information more accessible to our disabled pupils by providing information in a range of ways.

Our Accessibility Plan can be found on our school website.

SUPPORTING PUPILS

In line with the Children and Families Act 2014 and the associated guidance, supporting pupils at school with medical conditions (Dec 2015), Shaftesbury C of E Primary School makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

SEN INFORMATION REPORT & LOCAL OFFER

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEN and disabilities at Shaftesbury C of E Primary School. You can find all this information on our school website.

MONITORING AND EVALUATION

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities.

This policy will therefore be kept under regular review but it will be fully updated every three years. Pupils with SEN and disabilities and their parents will be involved in this process by:

- Review meetings
- Parents' evenings
- Questionnaires

Others involved in this process will include:

- Other SENCos across the Trust.

We will evaluate the success of our policy through:

- Our School Self Review Cycle
- Feedback from our pupils, parents and professionals working with the school
- Analysis of lesson planning to take account of differentiation
- Progress data, including use the school's tracking system, INSIGHT and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- Success towards outcomes included on SEN Support and EHC Plans
- External evaluations or inspections.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and prompt action. If at any point a parent has concerns about how their child's needs are being met, they should contact Mrs Gayle Edwards on 01747 852901. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the Head of School, Mrs Kelly Fletcher. Our complaints policy can be found on the school website.