



STOWER PROVOST COMMUNITY SCHOOL

Special Educational Needs (SEN) and Disability Policy

Ownership	SENDCO
Created	January 2018
Approved by Governors	March 28th 2018
Updated (if apt)	
To be reviewed	September 2018

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).

This is the SEN Policy for Stower Provost Community Primary School.

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; and
- they require special educational provision to be made for them. There are four main areas of SEN:
 - communication and interaction needs
 - 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.

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

ROLES AND RESPONSIBILITIES

The governing board ensures that the school meets the duties set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years. The governor with oversight of the arrangements for SEN and disability at our school is: Claire Heasman 01747838370

Our Headteacher, Mr. James Stanford has overall responsibility for SEN and disability at our school. He has overall responsibility for the leadership, management and standards achieved by all pupils.

Our Special Educational Needs Coordinator (SENDCO) is Mrs. Vickie Burpitt. Her day-to-day role includes:

- Overseeing the day-to-day operation of the special educational needs policy.
- Advising on the graduated approach to providing SEND support.
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals.
- Being the key point of contact with external agencies, especially the local authority and its support services.
- Liaising, in conjunction with class teachers, 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 Head teacher, 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.
- Working alongside staff in assessing children's needs and ensuring that children make progress.
- Contributing to the in-service training of staff.
- Liaising with parents of children with special educational needs.

- Monitoring of expertise and training needs within the school -- where a need is identified, the SENDCO and Head teacher will find training or support.

Parents can contact our SENDCO by: writing to the SENDCO at school or telephoning 01747838370 .The SENDCO is not a member of the Senior Leadership Team.

Miss L Martin and Miss J Stone have received ELSA (Emotional Literacy Support) training.

CONSULTATION

This policy was developed in consultation with:

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

VISION AND AIMS

Stower Provost 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 doesn't. 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

OFSTED's report in December 2016 noted that: "the few pupils who have special educational needs and/or disabilities are supported well. Most are on track to meet the standards expected of them in reading, writing and mathematics".

Stower Provost 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 have an understanding of 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

Stower Provost uses the Local Authority arrangement for school admissions. This arrangement is 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 teaching that is of a high quality
- regularly assessing our pupils' progress and targeting areas of difficulty
- adjusting work for pupils who need this.

As necessary, we also use:

- School assessments
- Standardised tests
- Educational Psychology discussions involving child and parent/child
- Medical information

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, SENDCO, 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
- extra help from a teacher or a teaching assistant
- working in a small group or help to take part in class activities.

We will involve parents in decisions about the support to be provided for their child by:

the advice and recommendations from all professionals will be shared with parents and will be broken down into achievable targets/ outcomes to support the child to achieve

their next steps in learning. These outcomes will be drawn up in the child's individual support plan (ISP). Parents and children will be able to work with staff to agree what is needed and what good outcomes for the child will look like. Support plans will be collaboratively and regularly reviewed and new outcomes set in light of any assessment information.

Stower Provost 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/SENDCo 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. Stower Provost 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 Stower Provost 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 SENDCO will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. Do – our SENDCO 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 in light of 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.

Pupil progress meetings are held regularly, each term, between the English and Mathematics coordinators and class teachers to discuss each and every child,

The Governing body identify a SEN Governor to oversee SEND to ensure the SEND Code of Practice is followed, that children with SEND are given equal opportunity to participate fully in all aspects of school life and that the policy is reviewed annually.

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 Stower Provost are person centered 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. For pupils in Year 9 and above, there is a specific focus on preparing for adulthood. This includes thinking about:
 - further or higher education (e.g. college, an apprenticeship or university)
 - employment
 - independent living
 - participating in society
 - being as healthy as possible in adult life. A report of the meeting is sent to the Local Authority. Further detail about Annual Reviews can be found on Dorset's Local Offer.

COMING OFF 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. 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

Stower Provost 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.

- Arrangements to meet a child's specific needs are discussed with parent/carer and child prior to starting school.
- SEND requirements are passed on to secondary schools to enable a plan to be agreed by child and parent/carer to ensure a smooth transition.

TRAINING AND RESOURCES

Stower Provost 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 SENDCO and senior leadership team ensuring that training opportunities match school priorities. The SENDCO 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 closely links with other policies, plans and information produced by Stower Provost and these are outlined below.

Accessibility Plan

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

Our Accessibility Plan can be found on the school's website. Supporting pupils with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, Supporting pupils at school with medical conditions (Dec 2015), Stower Provost 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.

Our 'Supporting pupils with medical conditions' policy can be found: school website – Parent Information - Policies. SEN Information Report and 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 Stower Provost. You can find all this information on our school website.

Information about our school can also be found on our record on the Family Information Directory, part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on Dorset's Local Offer.

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.

- 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 different ways.

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:

- regular meetings with the class teacher and SENDCo
- Pupil's voice questionnaires
- Parent's voice questionnaires

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- 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 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 early action. If at any point a parent has concerns about how their child's needs are being

met, they should contact the class teacher. 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 SENDCO or Headteacher. Further details can be found within our Complaints Policy which is available on our website.