

# Special Educational Needs and Disability Policy

Dormers Wells Infant and Junior School



*Believe Aspire Flourish*

*Diversity, Opportunity, Resilience, Moral values, Excellence, Respect, Self-Belief*

Last reviewed by the Full Governing Body	October 2020
Last ratified and adopted by the Full Governing Body	October 2020
Next review due by	October 2021

## **Intent**

Dormers Wells Infant and Junior Schools (DWIJS) are committed to providing an appropriate and high quality education to all the pupils attending our schools. We believe that all pupils, including those identified as having special educational needs and disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum, which is assessable to them, and to be fully included in all aspects of school life.

Every pupil is unique and brings their own strengths, experiences and qualities. We believe that all pupils should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can believe, aspire, flourish, and feel safe.

We believe that staff have a responsibility for maximising the achievement, opportunities and inclusion for all pupils with SEND. Recognising that every teacher is responsible and accountable for all pupils in their class and that every pupil is entitled to Inclusive Quality First-Teaching (IQFT), including those with SEND.

DWIS is a fully inclusive school where we aim to meet the needs of all pupils through a rich and varied academic and social curriculum. We are fully committed to enabling all pupils to reach their full potential irrespective of their gender, age, ethnicity, religion, ability and social background, in line with the Equalities Act 2010.

## **Whole School Aims and Ethos**

- We will provide a curriculum, which is accessible to the individual needs of our pupils. Enabling maximum inclusion for all pupils, paying particular attention to the needs of the most vulnerable learners, including those identified with SEND.
- We will ensure that the needs of all pupils are identified and assessed, and we will provide appropriate support strategies. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.
- We will provide each pupil with opportunities to experience success and achievement, where they can aspire and flourish, and develop a positive self-image.
- We will work in partnership with parents/carers valuing their views and contributions and keeping them fully involved in their child's education.
- We will make every effort to involve the child in decision making about their special educational provision.

## **Complaints**

In the first instance parents are encouraged to talk to class teachers. If a problem or difficulty is not resolved, then parents are then encouraged to follow the school complaints procedure. The school's complaint policy can be found on the website.

## **Objectives**

- Ensure consistency and continuity by following the stages of the Code of Practice and other Government initiatives.
- Ensure that pupils are identified, assessed, planned, provided for and regularly reviewed to provide early identification of SEND and interventions to support and develop those needs.
- Provide support and advice for all staff working with SEND.

- Set SMART (Small, Measurable Achievable, Realistic and Time bonded) targets by which to measure progress.
- Liaise closely with parents/carers and form supportive partnerships, encouraging parents/carers to become partners in their child's learning process.
- Work closely and co-operatively with the local authority and other external agencies to seek further advice, so that there is a multi-professional approach.
- Collect evidence to support requests for formal assessment.
- Allocate funding appropriately to provide appropriate support.

### **Parental Involvement**

We believe that the child achieves the greatest success when s/he is working with the support and involvement of both home and school. If any parent is concerned about their child's progress, they should discuss the matter with the class teacher. Similarly, if the teacher has / any concerns, they will contact the parent and arrange a meeting. If the problem continues there will be further meetings involving the Special Educational Needs and Disability Co-ordinator (SENDCo) and possibly external agencies. The parents will be informed if it's felt necessary to move a child onto SEN Support (K). Parents will be made aware of support services available, including independent agencies, e.g. Parent Partnership Service.

After applying for admission, we advise parents to discuss their possible child's special educational needs with us as soon as possible, after applying for admission. If a child is admitted with a particular medical problem or disability, advice, support and training will be sought from the relevant authority/agency. All teachers will be informed of any special/medical/disability needs.

### **Provision**

We endeavour to educate all pupils, as much as possible, within the classroom with their peers. This is achieved through differentiation of work. We also recognise that there are times when it is desirable for a group of pupils, with similar needs, to work together with specialist help.

Pupils with Education Health and Care Plans (EHCP) have differing individual provision. In addition to giving specific help with individual work, the Teaching Assistant (TA) will also assist these pupils to participate in group activities with their peers.

We make provision for pupils with all disabilities. Pupils with disabilities may be admitted by arrangement with the Head teacher, who will ensure that their particular needs can be addressed. They will have full access to the curriculum, along with other pupils. DWIJS' equal opportunities policy ensures that all pupils are treated with the same level of respect and discipline, regardless of any other considerations. Mobility within the building is not a problem as we have a lift and other adaptations. A suitably adapted toilet is available on the 1<sup>st</sup> and ground floor for disabled pupils. As a school we provide guidance and support for staff to ensure they are able to meet the needs of all members of the school community, in a positive and non-discriminatory manner. **(Also refer to School Accessibility Plan).**

### **Transition**

Transitional meetings are arranged for pupils with EHCPs moving from Nursery to Reception, Key Stage 1 to Key Stage 2 and Key Stage 2 to Key Stage 3. Any pupil who transfers to another school their Special Educational Needs records will be passed on.

## **Roles and Responsibilities**

### **Parents will:**

- Inform the school of any special educational need their child has prior to admission.

### **The Class Teacher**

Under The SEND Code of Practice (2014), the class teacher is responsible for the progress of all pupils in their class. The class teacher will:

- Be aware of procedures for identifying, assessing and making provision for all pupils, including SEND and are actively involved in this process.
- Identify, assess and provide for each pupil's needs and skills, adapting the curriculum to meet the needs of the pupils.
- Read all relevant information, attend meetings and training to support knowledge around supporting SEND pupils and the diversity of SEND.
- Liaise regularly and notify SENDCo of any concerns and identify any pupils who need 'additional to' or 'different from' provision.
- Liaise regularly and advise parents of any concerns.
- Provide reports for external agencies.
- Monitor and assess progress and maintain appropriate records, including Record of Concerns and Provision Maps.
- Ensure that delivery of the curriculum allows each child to experience success.
- Be familiar with school resources that support pupils with Special Educational Needs.
- Liaise regularly and work closely with TAs.
- Ensure effective deployment of resources to maximise outcomes for all groups of learners.
- Maintain and analysis of provision maps for SEND pupils in reading, writing and mathematics, along with the Phase Leader, English and Mathematics Leaders and SENDCo.
- Attend meetings and training to support knowledge around the diversity of SEND

### **The SENDCO**

In line with the recommendations in the SEND Code of Practice (2014), the SENDCo will oversee the day-to-day operation of this policy. The SENDCo will:

- Identify pupils with special educational needs and disabilities, along with the class teacher and other professionals.
- Provide support and guidance to all staff including practical strategies and activities, the use of appropriate reference materials and resources.
- Liaise with external agencies and specialist staff in other schools to support vulnerable learners.
- Liaise with the Head teacher.
- Co-ordinate provision for pupils with Special Educational Needs and Disabilities.
- Maintain the SEND register and oversee the records on all pupils with Special Educational Needs and Disabilities, giving due consideration to confidentiality.
- Contribute to the In-Service training of staff.

- Be aware of available courses and attend these or advise others on attendance.
- Co-ordinate and attend Annual Reviews.
- Be available to support the setting of targets at SEND support and EHCP pupils.
- Maintain and analysis of provision maps for SEND pupils, including speech and language, occupational therapy etc.
- Complete referrals to the local authority to request High Needs funding and/or an EHCP when it is suspected, on strong evidence arising from previous interventions, that a pupil may have a special educational need, which will require significant support.
- Identify children to be included in the Annual Audit.
- Keep abreast of LEA/procedures, relating to SEND.
- Organise termly SEN PLAN meetings with Educational Psychologist.

### The Head teacher

The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions on educational policy. The Head teacher will:

- Analyse the whole-school pupil progress tracking system, including SEND.
- Allocate funding and employ appropriate staff.

### The Governing Body

The SEND Governor works in collaboration with the Head teacher and SENDCo at a strategic level to ensure the effective operation of the school's SEND policy and practices. The SEND Governor will:

- Elect a representative from the Governing Body to monitor the implementation of the Special Educational Needs and Disability policy.
- Review the SEND policy annually, particularly in the following areas: systems for identifying and assessing pupils with SEND; the provision made to meet pupils' educational needs; record keeping for SEND and the allocation of resources for pupils with SEND.
- Work in consultation with teaching staff and the SENDCo on SEND issues.
- Report annually on their policy for Special Educational Needs and Disabilities.
- Meet regularly with the SENDCo, who will keep him/her informed of current issues.

### Teaching Assistants (TAs)

TAs work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their wellbeing. The TAs will:

- Read professional reports – Educational Psychologist, Speech and Language, Occupational Therapist etc.
- Liaise with the class teacher and SENDCo.
- Help to differentiate work.
- Meet with external agencies, where possible, and follow advice and training for specific work involving pupils with EHCP.
- Keep records of work on children on SEND Support and EHCP.

- Support the child with their Special Educational Need, using any appropriate strategies, including pupils who may be withdrawn for short periods during class times to work individually or within a small group.
- Attend training and read relevant articles/documentation, as appropriate.

### **Equal Opportunities**

All children regardless of their special needs will be given the opportunity to achieve their full potential – ‘Believe, Aspire, Flourish’. **(Refer to Equal Opportunities Policy)**

### **Assessment**

Targets will be assessed and reviewed regularly. Progress is assessed annually using standardised tests and sampling techniques. General performance is monitored by class teachers; class teachers attend a half termly pupil progress meeting where ongoing assessment of progress is reviewed.

### **Monitoring and Evaluation**

In order to ensure that the school is meeting the targets set for the pupils with SEND there will be regular monitoring of pupil’s achievements and attainment by:

- Regular meetings with the classroom teacher, including half termly pupil progress meetings  
And the evaluation of the effectiveness of interventions on the provision map.
- Regular observations, assessments and recording of progress using generic processes  
For tracking, the progress of all pupils, including behavioural, emotional and social development.
- Annual Review’s of pupils with EHCP.
- Evaluation of planning/differentiation.
- Standardised tests for Year 1 in phonics, Year 2 and Year 6 in English and Mathematics.
- Monitoring of LSA record keeping.
- Meetings with the SEND Governor and SENDCo
- Annual evaluation of support and its impact on learning by the SENDCo and the Head teacher.

Ealing Council has overall monitoring and responsibility of pupils with EHCPs.

## **Appendix I**

The school works with a range of different support services, agencies and professionals who help us achieve inclusive practice and meet pupil's specific special educational needs and disabilities. These include:

The Educational Psychology Service

Clinical Psychology in Schools (CLiPS)

Catholic Children's Service (CCS)

The Primary Behaviour Service

The Occupational Therapy Service

The Speech and Language Therapy Service

Educational Welfare Service

Special Educational Needs Service (SENS)

Windmill Lodge/CAMHS: Children and Families Consultation Service;  
Neurodevelopment Team (NDT); Child Development Team (CDT)

Parent Partnership Service - I SAID

Springhallow Outreach Service

Castlebar Outreach Service

School Health Advisors

Specialist health professionals

The Sensory Impairment Service

Social Services

The SAFE team

## **APPENDIX II**

### **Graduated Response to The SEND Code of Practice (2014)**

The Code of Practice describes a 'graduated approach' to identifying and removing barriers to learning as part of an 'assess, plan, do and review' cycle.

- 1. Cognition and Learning**
- 2. Communication and Interaction**
- 3. Social, Emotional and Mental Health Difficulties**
- 4. Sensory and/or Physical Needs**

Behaviour is no longer considered to be an acceptable special educational need per se as it is generally a response to an underlying cause.

Outlined below are the responses that will be available to your child if they need support with:

**1. Cognition and Learning.** Your child may need support with:

- Reading and spelling
- Learning new vocabulary and concepts
- Memory
- Number and calculations
- General learning

Your child may have conditions such as:

- Moderate learning difficulties
- Specific Learning Difficulties (SpLD): Dyslexia, Dyspraxia, Dyscalculia

#### ***Wave 1 – Universal support through Inclusive Quality-First Teaching (IQFT)***

All pupils at DWIJS are entitled to and receive Inclusive Quality-First Teaching (IQFT) through a broad and balanced academic and social curriculum, which is appropriately differentiated to meet individual learner needs. This is recognised as good practice and is not a special intervention for SEND pupils. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential.
- Appropriate differentiated learning challenges matching the National Curriculum guidelines.

Differentiated learning challenges through:

- Extending or reducing challenges
- Varying the amount of adult or peer support given to complete the challenge
- Multi-sensory approach to learning challenges – considering how a learning challenge is delivered, completed and achieved, taking into account a pupil's learning style. e.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
- Different resources to complete learning challenges
- Different outcome of the challenge



- Visual aids to support attention and listening skills, classroom organisation and language and concept development.
- Reward charts.
- Modelled language through repetition, emphasis, and expansion.
- Additional thinking time to process information.
- Suitable resources to support learning - writing slope boards, pencils, pencil grips, coloured overlays for reading etc.
- Differentiated questioning
- Appropriate seating plan
- Classroom environment that is inclusive
- Talk partners and Peer support
- Early identification of needs through a graduated approach to teaching and learning.
- Technology to support class work
- Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND and Inclusion and Teaching and Learning Policies

### **Wave 2 - Additional Targeted Support**

Small group work with adult support where pupils may be expected to 'catch-up' with their peers. Your child may benefit from:

- Visual support for learning new words
- Support for sequencing skills
- Recordable devices to support memory for writing
- Phonic interventions – 'Letters & Sounds' for Early Years, Key Stage 1 and 2
- Daily reading
- Reading interventions – Leicestershire Reading Inference,
- Mathematics interventions – 1stclass@number1, 1stclass@number2, Success@arithmetic, Talk it/Solve it, Numbots, Timestables Rock Stars
- Writing intervention – 1stclass@writing, Colourful Semantics
- PiXL Key Marginal interventions for spelling, grammar, reading, writing and mathematics
- Technologies to support work

### **Wave 3 – SEND Specialist Targeted Support**

Specialist Targeted Support is for individual pupils who have been recommended by external agencies and professionals personalised individual programmes of learning. You child may access:

- Small group or 1-1 interventions
- Numicon intervention Early Years, Foundation Stage and Key Stage 1
- PiXL Key Marginal interventions for spelling, grammar, reading, writing and mathematics
- Phonic interventions-'Letters and Sounds' for Early Years, Foundation Stage, Key Stage 1 and 2

- Catch-Up reading
- Boosting Reading@Primary (BRP),
- Toe by Toe programme
- In class adult support
- Pastoral Support
- SATS Access arrangements
- Advice and training for staff from specialists
- Assistive technologies to support learners

**2. Communication and Interaction.** Your child may need support with:

- Attention and listening skills
- Understanding language
- Using language
- Speech sounds
- Interacting with others in groups
- Speaking fluently

Your child may have conditions such as:

- Speech and Language delay
- Autistic Spectrum Disorders (ASD)

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  - Multi-sensory approach to learning challenges – considering how a learning challenge is delivered, completed and achieved, taking into account a pupil's learning style. e.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
  - Different resources to complete learning challenges
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- Speech sound support
- Support for developing understanding and use of new vocabulary
- Pre-teaching vocabulary / key facts support
- Recordable devices for sequencing and memory
- Organisation and independence support
- Access to ELR online resources
- Visual prompts for facial expressions and emotions
- Access to quiet spaces
- Access to ear defenders
- Technologies to support work
- 'Toolkits' for self-help strategies
- Social Stories programme and resources
- Emotional Literacy programme and resources
- Small group support using SLT therapy packs
- Sensory tools (cushions, fidget tool, putty etc),
- In class adult support
- Recordable devices to support speech
- SLT interventions – Bucket List, Lego Therapy, Narrative, Social Thinking, Emotional Literacy.
- SLT support, training and advice
- Technologies to support work

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- Speech sounds support
- Sessions support assistant
- Small group or 1-1 support using SLT resources
- Support and advice from SLT
- Picture questions Pack
- Inferencing and Reasoning Packs
- Circle of Friends
- In class adult support
- Assistive Technologies to support work
- Social Stories programme and resources
- Emotional Literacy programme and resources
- Support from TA to support social communication and interaction skills
- Review, advice and support from specialists

### **3. Social, Emotional & Mental Health Difficulties.** Your child may need support with:

- Attendance
- Attention and listening skills
- Low self-esteem
- Managing anger
- Forming and maintaining relationships
- Depression
- Bereavement
- Life outside school/Life skills

Your child may have a condition such as:

- Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder or Autistic Spectrum Disorders (ASD) (see our section for ASD within Communication and Interaction)
- Withdrawn/isolated pupils

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- Extending or reducing challenges
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  - Multi-sensory approach to learning challenges – considering how a learning challenge is delivered, completed and achieved, taking into account a pupil’s learning style e.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
  - Different resources to complete learning challenges
  - Different outcome of the challenge
- Visual aids to support attention and listening skills, classroom organisation and language and concept development.
  - Reward charts.
  - Modelled language through repetition, emphasis and expansion.
  - Additional thinking time to process information.
  - Suitable resources to support learning - writing slope boards, pencils, pencil grips, putty, coloured overlays for reading etc.
  - Differentiated questioning
  - Appropriate seating plan
  - Classroom environment that is inclusive
  - Talk partners and Peer support
  - Class-based circle time activities,
  - Access to clinical psychology groups – Mindfulness, etc.
  - Technology to support class work
  - Early identification of needs through a graduated approach to teaching and learning
  - Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND and Inclusion and Teaching and Learning Policies

### **Wave 2 - Additional Targeted Support**

Small group work with adult support where pupils may be expected to ‘catch-up’ with their peers. Your child may benefit from:

- Behaviour support
- Playground support
- Access to interventions to develop strategies and skills
- Access to clinical psychology groups – Mindfulness etc.
- Support from our Family Support Worker.

### **Wave 3 – SEND Specialist Targeted Support**

Specialist Targeted Support is for individual pupils who have been recommended by external agencies and professionals personalised individual programmes of learning. You child may access:

- Counselling sessions with clinical psychologists, creative therapists etc
- Behaviour and Emotional support using targeted interventions

- Health Care Plan
- Playground support
- Social Stories programme and resources
- Emotional Literacy programme and resources
- Technologies to support listening and attention and anger
- Support, advice and training from specialists like Primary Behaviour Service

**4. Sensory and/or Physical Needs** (including medical needs). Your child may need support with

- Vision
- Hearing
- Gross-motor co-ordination
- Fine-motor co-ordination
- Medical needs

Your child may have conditions such as:

- diabetes
- epilepsy
- cerebral palsy
- dyspraxia
- Autistic Spectrum Disorders (ASD) (see our section for Communication and Interaction)

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- Reward charts.
- Modelled language through repetition, emphasis and expansion.
- Additional thinking time to process information.
- Suitable resources to support learning - writing slope boards, pencils, pencil grips, putty, line guides, adaptable seating, coloured inlays for reading etc.

- Differentiated questioning
- Appropriate seating plan
- Classroom environment that is inclusive
- Talk partners and peer support
- Early identification of needs through a graduated approach to teaching and learning.
- Technology to support class work
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### **Wave 2 - Additional Targeted Support**

Small group work with adult support where pupils may be expected to 'catch-up' with their peers. Your child may benefit from:

- Individualised resources to support vision and hearing within class
- Amplification of sound for pupils with hearing aids
- Access to specific technologies to enhance individual learner needs
- Health Care Plan
- Occupational Therapy - Handwriting support
- Fine and gross motor skills intervention
- Keyboard skills support
- In class adult support
- Small group support
- Advice from specialists such as doctors, paediatrician, school nurse, occupational therapist

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Specialist Targeted Support is for individual pupils who have been recommended by external agencies and professionals personalised individual programmes of learning. You child may access:

- Health Care plans
- Support in class
- Fine and gross motor skills intervention
- Specialist equipment for visual and hearing impairments
- Individualised keyboard skill training and resources
- SATs Access arrangements
- Small group intervention
- Regular support from and reviews with other specialists
- Advice, support and training for staff from specialists

