

# Bere Regis Primary and Pre-School SEN and Disability Policy



## 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 Bere Regis Primary and Pre-School.

The SENDCo is: Miss Kay Gibbs, who is also the Deputy Head Teacher. Email: [k.gibbs@bereregis.dorset.sch.uk](mailto:k.gibbs@bereregis.dorset.sch.uk) or telephone the school office on 01929 471334.

The Governor with oversight of the arrangements for SEN and disability is: Mrs Jill Marsden who can be contacted via the school office.

This policy was developed in conjunction with the Governing Body.

## AIMS AND OBJECTIVES

Bere Regis Primary and Pre-School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

It is our aim to make the experience of every child in our school a rewarding and fulfilling time where each person is able to succeed to the best of their ability. Each child is regarded as an individual with their own particular needs taken into account. We work alongside fellow professionals to plan and provide individualised support and care as necessary.

## AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify, at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop each individual's 'self-esteem'.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

## 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**

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 Bere Regis Primary and Pre-School arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The Governor responsible for SEND and the SENDCo meet half-termly to review provision and progress. LAC (Looked After Children) and children in receipt of Pupil Premium are also the responsibility of the SENDCo. Mrs Jill Marsden is the Governor with responsibility for children in receipt of Pupil Premium, who can be contacted via the school office.

## **ADMISSION ARRANGEMENTS**

Bere Regis Primary and Pre-School use the local authority arrangement for School Admissions. The agreement 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. In addition to this Bere Regis Primary and Pre-School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, we liaise 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: [www.dorsetforyou](http://www.dorsetforyou)

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

In January 2017, we moved into a brand-new, purpose built school. It is a single-storey, fully accessible building. 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 children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Fully accessible, single storey building
- Two wheelchair-accessible toilets and shower rooms
- Sensory-feedback items such as special cushions and seat wedges
- I-pads and laptops
- 'Breakout rooms' for small group / quiet work
- ELSA provision
- Forest Schools provision

## **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](http://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):

1. Communication and Interaction.
2. Cognition and learning.
3. Social, emotional and mental health difficulties.
4. 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.

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

- Early identification in Pre-School where there are significant gaps as measured against Development Matters documents.
- Baseline assessments in Reception Class.
- On-going assessments of learning and progress throughout the school
- Standardised reading and maths tests
- The use of professional agencies such as SENSS, SALT, Behaviour Support, Educational Psychologists and the School Nursing Team.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, 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 a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers **must** be informed in writing (usually after verbal discussion) that special educational provision is being made.

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.

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.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- 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, Bere Regis Primary and Pre-School adopts 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.

- Each child on the SEND register has a tailored 'Gateway to Goals' provision map. This is created in discussion with the child, parents / carers, Class Teacher and the SENDCo.
- Termly meetings are held with parents / carers, the class teacher and SENDCo to review progress and provision, as well as any changes in medical needs, family situations (if appropriate) and any other factors which may impact on the child's needs.
- Each child meets with the SENDCo to talk about how they are finding school life, interventions, and so-on. This is a chance to celebrate success as well as voice concerns and needs, and gives the opportunity for a longer, more tailored meeting than the standard Parents' Evening appointment.
- If more frequent reviews are necessary, they may be arranged half-termly, or sooner as is needed.
- Class Teachers are responsible for assessing and monitoring progress and /or behaviour. Where Teaching Assistants provide interventions and additional support, the Class Teacher is initially responsible for monitoring the effectiveness of these interventions.
- The SENDCo has overall responsibility for liaising with the staff to ensure that provision is appropriate and effective.
- Meetings between the Class Staff, SENDCo and Head Teacher are held regularly to ensure that the level of provision is appropriate.
- Where necessary, when the school is unable to fully meet the needs of a child through our own provision, the advice and support of outside agencies will be sought. Formal procedures for the application of an Education Health Care Plan (EHCP) will be followed with evidence gathered over a period of time.
- We work closely with the school's SEN Caseworker to ensure that the correct procedures are followed and the best outcome for the child is attained.
- Parents and children are involved at every stage of this process, and kept up-to-date with the progress of any applications for outside agency support.

#### **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

- Provision is monitored in the first instance by the SENDCo.
- Parents'/carers views, children's views are sought in the review process, whilst staff are regularly consulted about their views on the needs and provision of the children in their care.
- The Governor with responsibility for SEND meets regularly with the SENDCo, and holds the school to account for SEND provision. 'Book Looks' and talking with the children form part of this assessment.

#### **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. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential 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 if support 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 by using the school's tracking systems.

#### **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.

#### **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Bere Regis Primary and Pre-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**

Bere Regis Primary and Pre-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. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

For children coming into the Reception year, parents / carers are offered home visits and information-sharing meetings at the school in the summer term prior to their children starting school. Information packs are prepared for families, and assistance is offered for booking school meals, buying uniforms and so-on. Families with concerns about specific needs of their children are invited to meet with the SENDCo and Reception Class teacher to discuss any extra provision which may be required.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

### **TRAINING AND RESOURCES**

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

The SENCO will provide information on specific needs for new staff.

Schools need to indicate where the SENCO will network for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

### **SEN INFORMATION**

Bere Regis Primary and Pre-School presents its SEN information in three ways:

1. by information placed on the school website which can be found [www.bereregis.dorset.sch.uk](http://www.bereregis.dorset.sch.uk)
2. by following the link from the school website to the local authority's Local Offer website;
3. 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.

### **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel 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 to the SENCO.

Bere Regis Primary and Pre-School publishes its Complaints Policy on the school website; this information can be found at [www.bereregis.dorset.sch.uk](http://www.bereregis.dorset.sch.uk)

### **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually.

Date of Next Review: February 2019