



Special Educational Needs and Disability Policy



Approved By:	Wessex MAT Board of Directors
Date:	10.02.21
Reviewed:	13.07.22 (No changes)
Signed:	Chair of Directors – G.Batt
Adopted By:	Bere Regis Local Governing Body
Date:	12.07.22
Signed:	Chair of Governors – L.Roberts

1. COMPLIANCE

1.1 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)

2. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) – SCHOOL INFORMATION

2.1 The Headteacher Rachael Brown has overall responsibility for SEND at Bere Regis Primary and Pre-School

2.2 The designated teacher responsible for coordinating SEND provision for children/young people is: Claire Hewitt, chewitt@bereregis.dorset.sch.uk 01929471334

2.3 The person co-ordinating the day to day SEND provision for children/young people in our school is: Claire Hewitt

2.4 They can be contacted at 01929 471334, chewitt@bereregis.dorset.sch.uk

2.5 The Governor with oversight of the arrangements for SEN and disability is: Sarah Evans. She can be contacted via the school office on 01929 471334 or office@bereregis.dorset.sch.uk

2.6 This policy was developed in conjunction with parents and carers, students, governors, teachers, teaching assistants and the leadership team.

3. AIMS AND OBJECTIVES

3.1 SEND support is used to enable and empower our students so that they develop confidence and growing independence. We consider this culture of inclusion to be everyone's responsibility and it exists throughout the school. It is driven by the high aspiration we have for all young people in our school to make successful transitions throughout their education/a successful transition into adulthood, whether into employment, further or higher education or training, leading to a happy, fulfilled and productive life.

3.2 AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all young people can thrive;
- To identify individuals who need extra help and support;
- To enable each young person to take part and contribute fully to school life;
- To develop each individual's self-esteem and positive view of him or herself as a learner;
- To provide access to and progression within the curriculum;
- To involve young people in planning to address and monitor their special educational needs and / or disability;
- To work in partnership with parents to support their children's learning and health needs;
- To provide quality training for staff in special educational needs and disability.

3.3 OBJECTIVES:

- To identify and provide for young people who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a person-centred, whole school approach in the management and provision of support for young people with special educational needs or disability;
- To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEND Policy;
- To provide support and advice to all staff who work with young people with SEND.

4. ROLES AND RESPONSIBILITIES

4.1 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 our school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website.

4.2 Claire Hewitt is the SENDCo and is a qualified and experienced teacher. The SENDCo will begin working towards the National Accredited SENDCo Award in September 2022. She is a trained Dyslexia teacher at OCR level 5. There are Teaching Assistants who specialise in: Speech and Language; ELSA; Phonics and Move2Learn, within the school. There is regular liaison with external services including the County Psychology Service (Educational Psychologist), SEN Specialist Services, Hearing and Vision Support Service, the School Nurse and other colleagues from health, such as Speech and Language Therapy, Occupational Therapy and Physiotherapy and other services such as Social Care.

4.3 The SENDCo, Miss Hewitt and the Headteacher, Mrs Brown (who also has responsibility for Looked After Children and Safeguarding), work closely with the class teachers providing advice on how to help students to reach their potential. The team also includes Teaching Assistants who also liaise with teachers and the SENDCo.

5. ADMISSION ARRANGEMENTS

5.1 Our school uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all young people including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

5.2 In addition to this the 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 education services, 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 at www.dorsetforyou.com/local-offer.

6. FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

6.1 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 young people with disability as defined by the Act.

6.2 At this school we might use the following to support children with SEN:

- Physical environment (wheelchair access, shower access)
- Assistive technology (e.g. CReader pens, dictation software, i-Pads)
- Differentiated access to the curriculum
- Examination Access Arrangements

7. SEN INFORMATION AND LOCAL OFFER

7.1 The school website holds information about SEND and specific information about how young people with SEND are supported in the curriculum and around the school. This can be accessed on the school website at <http://www.bereregis.dorset.sch.uk/s-e-n/>. 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.

7.2 We publish further information about our arrangements for identifying, assessing and making provision for young people with SEND on the local authority's website. This can be found at 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.

8. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

8.1 The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

8.2 Young people may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

8.3 Teachers work closely with the SENCo to identify and assess need. External agencies are called upon where required to support identification.

8.4 Our school uses a wide range of tools to assess the SEN support required. The SENCo works with pre-school workers to identify early needs as well as monitoring assessment data and behaviour across the school. Teachers are encouraged to approach the SENCo with any concerns so that assessments may be considered. Where appropriate, we access the support of Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Sensory Specialists, Portage, School Nurse Service, paediatricians and children's own GP's to support our assessments. In school we utilise trained ELSA support as well as having a range of Teaching Assistants with varied training such as working with children with autism and Move2learn.

8.5

8.6 In addition, all staff strive to listen to concerns of parents and carers and appreciate that they have a unique insight into their children. The views parents/carers will be taken into consideration for any decisions respecting their children.

8.7 There is a whole school approach to identifying needs. We liaise closely with pre-school colleagues to ensure early identification. The SENDCo works with teachers and seeks understanding from them about how children are progressing. The SENDCo and class teacher attend pupil progress meetings each term for those who are not making expected progress.

8.8 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 through a whole school approach and be placed on the SEN Register at the level 'SEN Support' in compliance with the SEND Code of Practice 0 to 25 (July 2014).

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

8.10 High quality teaching, differentiated for individual learners is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all students including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a young person may have special educational needs. If a young person has been identified as having special educational needs, personalised learning profiles will be created and the school will keep careful records in order to monitor progress.

8.11 Where it is decided that a young person does have SEND, the decision should be recorded in the school records and the parents / carers will be informed in writing that special educational provision is being made.

8.12 The SENDCo will use in-school tracking and comparative national data and expectations to monitor the level and rate of progress for young people identified with SEND.

8.13 Staff monitor the progress of all students 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.

8.14 Examples of other influences upon progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Families on a low income
- 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.

9. MANAGING SEND CHILDREN IN OUR SCHOOL

9.1 Where a young person is identified as having SEND and or a disability, our 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.

9.2 In addition to the normal reporting arrangements, parents are informed about the progress if they are following additional programmes or interventions. For students with Statements or EHC Plans, Person Centred Planning and Review meetings take place so that families and young people are involved in deciding next steps and parents / carers are advised on how to help support learning outside of the school.

9.3 Contact between teachers, teaching assistants and parents/carers is through a variety of means such as: reading diaries, emails, telephone calls or in-person meetings. There is also the opportunity to meet with the SENDCo at parents' evenings and through the termly Gateway to Goals meetings (IEP Reviews) where a pupil's progress is reviewed and new targets set. Support is offered regularly through scheduled meetings and also on an ad hoc basis. The SENDCo is available for meetings and advice during her working days.

9.4 In addition, parents' training and/or learning events or support groups take place periodically and are well advertised on the school website or by personal invitation.

9.5 The SENDCo is responsible for maintaining and updating pupils' SEN records and plans and the class teachers hold the responsibility for evidencing progress and planning day-to-day support. If a student fails to make progress the SENDCo is asked to identify further strategies or interventions. Pupils' learning is the responsibility of the class teacher. Pupils will often be supported by either the class TA, a 1:1 TA or a TA with a particular skill set. Teachers will timetable interventions and support carried out by themselves or TA's.

Teachers are responsible for record keeping and assessments and attend Gateway to Goal meetings (IEP Reviews) to facilitate target review and suggesting new ones in collaboration with the SENDCo and parent. In the final meeting of the year, the pupil's next teacher will also attend. We also use Person Centred Reviews for children with EHCP's and occasionally, others.

9.6 If the SENCO identifies that the school is unable to fully meet the needs of a student through our own provision arrangements, external advice is gained through our colleagues in education, health or social care. A joint framework for working or Common Assessment Framework process will be used and this will always be in collaboration with parents and carers and the young person's wishes and views will be actively sought.

[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]

10. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

10.1 Provision for young people is monitored and evaluated through gathering views of individual young people, parent / carers feedback, views of staff and by using school data to ascertain effectiveness and value for money. An effort is made to measure qualitative outcomes as well as academic process (such as how prepared a young person feels to move onto the next stage of education, or how motivated they are in school).

10.2 Sometimes a student fails to make expected progress in spite of our best endeavours and where this is the case the SENCO, in collaboration with the young person and family, other staff and / or external services, will look at the case in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

11.COMING OFF THE SEND RECORD

11.1 A young person 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 students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some young people 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.

11.2 Some students with particular needs, usually which are long-lasting, may develop skills and strategies which help to minimise the impact of their difficulty to a level at which the need can be met through quality first teaching. An example of this might be a student with dyslexia, who has had support to work around barriers in order to be a confident and independent learner and as a result and is making good progress. In this case, additional support may no longer be necessary, even though the student requires examination Access Arrangements. Also, if a child no longer has needs beyond those of their peers, we may also look to remove a child from the SEN register but continue to monitor.

11.3 EHC Plans are reviewed annually. A young person 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 young person no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

12.STORING AND MANAGING INFORMATION

12.1 All data including data stored electronically is subject to Data Protection law.

12.2 All paper records will be held in line with the Trust's policy/protocol on security of information. All people working with a particular student will have access to any records or reports but the originals will be kept securely and confidentiality will be maintained.

13.SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

13.1 Our 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 our school is expected to make reasonable adjustments in order to accommodate young people who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)

14.TRANSITION ARRANGEMENTS

14.1 Our school is committed to ensuring transition is highly effective for our children with SEN.

14. Ours is a small school, making the pastoral element of year to year progression more straightforward. In the second half of the school year, we hold transition meetings where every child (SEN and others) are discussed and assessments are shared. This enables us to 'hit the ground running' in September. In addition, the final Gateway to Goals meeting of the year is attended by both the current teacher and the next teacher, as well as the SENDCo and parent. This means goals are shared by both current and new teachers, and new teachers begin the new year with clear understanding of not only where students are, but what their next steps should be.

14.3 There is close liaison between our team (namely the SENDCo and Year 6 teacher) and secondary schools (namely transition leads and SENDCo). Staff hold transition meetings, in which needs and support are shared. We also share the most recent Gateway to Goals, assessment data and their Year 6 report.

14.4 Some of our students with additional needs get the opportunity to make additional visits to their secondary schools as part of their transition.

14.5 During their time with us, students with EHC Plans are supported to think about their long-term goals and they will have annual Person-Centred Reviews with their parents / carers. These help school staff and people at home to think about the 'whole person' and what we need to do to help them get to the next stage in their lives. This process is usually an empowering experience as it gives a degree of control that can sometimes be missing in the life of a young person with additional needs.

15.TRAINING AND RESOURCES

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

15.2 The Head Teacher line manages the TAs and holds meetings where training needs can be ascertained. She also leads on CPD. TA training is provided where need arises, for example to support children with specific needs.

15.3 The SENDCO will provide information on specific needs for new staff and teachers who are training.

15.4 The SENDCO also attends the Dorset Inclusion Briefing Network meetings.

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

16.SEN INFORMATION

16.1 Our school presents SEN information in three ways:

- i. by information placed on the school website which can be found on the main school website;
- ii. by following the link to the local authority's Local Offer website www.dorsetforyou.com/local-offer;
- iii. through information contained in this policy which is also published on the school website.

16.2 All information can be provided in hard copy and in other formats upon request.

17.ACCESSIBILITY

17.1 Our school publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's Local Offer website; this can be found at www.dorsetforyou.com/local-offer.

18.COMPLAINTS

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

18.2 Wessex Multi-Academy Trust, of which our school is a member, publishes its Complaints Policy on the school website.

19.REVIEWING THE SEND POLICY

19.1 This policy will be reviewed and updated annually. Our school appreciates parents and carers views on all aspects of this policy and will ask for volunteers to help with the review process (please contact the SENCO if you are a parent or carer, or any other stakeholder and wish to make suggestions or comments at any time).

20.LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions
Accessibility Plan
Equality / equality information and objectives
Child Protection
Anti-bullying
Data protection
Supporting pupils with medical conditions

Amendments

May 19 – First template policy produced

May 20 – Final draft approved

Feb 22 – updated