

# **Denton Primary School**



## **Special Education Needs and Disability School (SEND) Policy**

## **The guiding principles**

At Denton it is our belief that each child's potential should be developed to the full and that all children should be equally valued and given access to a broad and balanced education.

This policy describes the way that we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment that they experience in school. At Denton School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We believe there should be a whole school approach to providing for a child's special educational needs; we consider, too, that the knowledge, views and experience of a child's parents are of great importance.

The teachers in school with particular responsibility for Inclusion and Special Educational Needs are the Inclusion Manager and SENCO.

### **In summary:**

- all teachers are teachers of children with special needs;
- teaching such children is therefore a whole school policy;
- children with SEN should have their needs met;
- the needs of children will normally be met in the mainstream school;
- the views of the children should be sought and taken into account;
- parents have a vital role in supporting their child's education;
- all children should be offered full access to a broad, balanced curriculum;
- the school building and environment will be made as accessible as possible to all pupils.

### **The objectives of the school's Inclusion/ SEN policy:**

- to identify and assess children with barriers to learning as early as possible;
- to take account of a child's right to a broad, balanced and relevant curriculum in designing the provision to meet his / her needs;
- to use the school's SENCO to co-ordinate provision;
- to draw on appropriate sources of professional support from outside the school to assess and meet the child's needs where available;
- to provide the best possible resources, within the constraints of the available budget;

- to inform and involve parents at every stage of the process of identification, assessment and provision;
- to seek the views of the child and take them into account when planning to meet the child's needs;
- to seek to meet a child's needs effectively so that wherever possible his / her level of need reduces over time so that no further intervention is required;
- to ensure that inclusion features in the School Development Plan and is reviewed annually.

### **Arrangements for Co-ordinating Educational Provision for Pupils with SEN**

#### **The role of the Governing Body:**

- to have regard to the Code of Practice when carrying out duties towards all children with SEN;
- to ensure that necessary provision is made for those children with SEN;
- to report annually to parents on the school's policy for pupils with SEN;
- to seek to ensure that the child is included in the activities of the school together with all children, so far as is reasonably practical;
- to ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have SEN.

There is a governor designated to take a particular interest in and monitor the school's work in SEN.

#### **The role of the Head Teacher:**

- to oversee management of the policy;
- to keep the Governing Body fully informed;
- to work closely with the Inclusion Manager and SENCO

#### **The role of SENCO:**

- to take responsibility for the day-to-day operation of the school's inclusion policy;
- to plan and co-ordinate the school's strategies for identifying children with SEN ;
- to advise on and, where appropriate, carry out more detailed assessment;
- to advise on the appropriate teaching arrangements for children with SEND and to assist with the planning and implementation of individual and group learning programmes;
- to co-ordinate and manage an effective provision monitoring system, outlining additional provision throughout the school;
- to oversee an efficient system for monitoring, recording and tracking progress of children with SEND, including maintaining a register of such children;

- to ensure continuity for children with SEN from class to class;
- in conjunction with the ICT co-ordinator, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning;
- to identify and make provision for training needs; school-based or on courses; involving teaching staff and /or Teaching Assistants (TAs);
- to ensure that regular discussion takes place with parents of children with SEN;
- to seek the views of children with SEN, and to take them into account when planning;
- to link with feeder and host schools to ensure smooth transition and to liaise with schools during mid- year admissions where appropriate;
- In conjunction with outside agencies, to use the Children Index to share relevant information, where appropriate;
- to use the East Sussex SEN Self- Review Tool for reflection and self- evaluation, to form a basis for future development.

Effective inclusion results in pupils who make good progress towards targets; show improvement in their literacy, numeracy and ICT skills; are helped to access the wider curriculum; are motivated to learn and develop self-esteem and confidence in their ability as learners.

### **Admission arrangements**

The admissions criteria are set out in the school prospectus and the same criteria apply for children with SEN as to all other children

### **Specialised Provision**

The Inclusion Manager is a specialist Dyslexia Teacher. She has also received training in a number of areas to support managing inclusion in the Primary school. She is an experienced Class Teacher and SEN Teacher.

- All teaching and support staff have experience of teaching children with special needs.

### **Partnership with parents**

- Parents of SEN children are involved at every stage as soon as problems or difficulties are identified.
- They are kept informed at all stages.

- Parents are encouraged to reinforce at home any strategy that the school is implementing so as to strengthen the home-school relationship.
- East Sussex Education Authority has a Parent Link scheme for parents of children with SEN. Through this scheme every parent has access to independent information and advice about SEN procedures, school-based provision and additional sources of help and information.

### **Special facilities**

- A lift provides access to/ from three classrooms, the Nursery and playground.
- Ramps are available from the main building to the playgrounds and to the front entrance of the school.
- Posters around the school are displayed with visual symbols whenever possible.

### **Allocation of resources**

- Resources are allocated to support children with identified needs.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary, specialist equipment, books or other resources that may help the child are purchased.

### **Identification, Assessment and Provision.**

#### **Identification and assessment arrangements**

- The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.
- Our aim is to identify any barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity.

The following strategies may be used to make judgments about a child's performance:

- response to day-to-day classroom work and routines;
- analysis of performance data;
- progress against termly targets;
- end of KS1 and KS2 assessments;
- standardised screening and assessment tests, including DST (Dyslexia Screening) tests;
- curriculum-based school assessment tests;
- discussion and information from parents;
- observation in classroom and/or playground;
- observations of social, emotional and mental health development.

Based on the school's observations and assessment data and following a discussion between the Class Teacher, Inclusion Manager and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional & different support through **school-based support plans**
3. Additional support through **Education Health Care Plan** provision

### **Differentiated Curriculum Provision**

- The first step of the staged approach is for the school, in consultation with the parents and the child, to place the child on a concern level, where information is gathered and there is increased differentiation within the child's normal classroom work.
- Differentiation is assumed as part of planning for all pupils and does not represent SEN.
- The differentiation may involve modifying learning objectives, teaching styles and access strategies.
- Under these circumstances the needs of the child will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.
- Monitoring of progress will be carried out by the Class Teacher, supported by the Inclusion Manager/SENCO and used to inform future differentiation within whole class planning.
- The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

### **Access for SEN learners to a broad curriculum**

- The school will ensure that all children have access to a balanced and broadly based curriculum, (no child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions and success criteria are always made explicit and activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that extra-curricular activities are barrier free and do not exclude any pupils.

### **Access to Information**

- All children requiring information in formats other than print have this provided.
- Printed materials are adapted so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate.
- A range of assessment procedures within lessons is used (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Evaluation**

- The East Sussex SEN Self- Review Tool provides a comprehensive means of evaluating as a continuous process.
- Information gathered through the SEN self-review can be used to inform the whole school self- evaluation form (SEF).
- Special Needs provision features annually in the School Improvement Plan, including an action plan and success criteria. These are evaluated regularly.

### **The procedure for making complaints**

- If parents feel dissatisfied about any aspect of their child's SEN provision they should first approach the Class Teacher or Inclusion Manager/SENCO to discuss the problem.





- The Headteacher will be informed of any outcome and will meet the parents for an informal discussion if necessary.
- If parents are still dissatisfied they should make a formal complaint to the Governing Body via the Governor responsible for SEN.

### **SEN in-service training**

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan.
- In-Service training and individual professional development is arranged matched to these targets.
- All teaching and non-teaching staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure training is available, where this is appropriate. Regular opportunities for in-house training will be presented each term.

### **External support**

- County based external support services are available at an annual cost to the school. Below are examples of some of the external services that we purchase.
- CLASS, Communication, Learning and Autism Support Service, a traded service with two levels of access: book and resource loan and a support service for children with ASC, their families and school staff.
- Sensory needs.
- ESBAS, County Behaviour and Attendance Service, with a basic level of support and additional input.
- COPES, an organisation within Sussex offering support for children and families. They run courses for parents and provide access to Play Therapy.
- Counselling sessions from Hove YMCA.
- Regular contact is maintained with the School Nurse and, in addition, the school may communicate with the following support services:
- Peacehaven Special Facility offer a high level of support for language needs through in and out-reach service.
- Speech and Language Therapy, Physiotherapy & Occupational Therapy, through Children's Integrated Service
- CAMHS (Child and Adolescent Mental Health Service).

### **Links with other schools**

- Our Foundation Stage teacher routinely makes contact with the local playgroups before children enter school, and is made aware of any children who may have additional needs.
- Any pre-school support services that have been involved with particular children liaise with the school in the months preceding school entry.

- When children with SEN move to another school all records and available information are passed to the receiving school. If appropriate, informal contact is made by telephone to ensure that the new school has the fullest possible picture of the child's needs.
- At the time of transfer from primary to secondary school, in addition to passing on comprehensive records, contact is made with the Special Needs Coordinator at the receiving secondary school.
- Support and a transition package are arranged where necessary to ensure a smooth transition.

### *SENCO*

Approved by Governing Body 22.5.18

*Review date May 2019*