



Achieving Excellence Together in a Caring Community

Special Educational Needs and Disability Policy

Date of Approval: January 2021

Review Date: February 2022

At Dorchester Primary we include all children and give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. We are fully aware that children have diverse learning needs.

We set high expectations and provide opportunities for all pupils to achieve including pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, looked after children, pupils of different ethnic groups including travellers, refugees and asylum seekers and those from diverse linguistic backgrounds.

We are aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn. Teachers plan and teach so that all pupils can take part in lessons fully and all the pupils' needs are met.

We believe that all children are unique and capable. We support all children to reach their personal best.

This policy should be read in conjunction with the Inclusion policy, Accessibility Policy, Monitoring & Evaluation Policy, Assessment Policy, Equal Opportunities Policy and Racial Equality Policy as well as all relevant school and LEA policies.

Objectives of the SEN Policy

- All pupils at Dorchester Primary School are valued equally, irrespective of ability, race, gender, class and community.
- All our pupils are entitled to be given maximum possible access to a broad balanced and differentiated curriculum including the National Curriculum.

- Our aims of education are the same as those for all children - to help them achieve their personal best. We recognise that the help children need in progressing towards our aims will be different.
- Any of our pupils may encounter difficulties in school at some stage. They are entitled to have their particular needs recognised and addressed as early as possible to ensure that they experience success.
- It is the responsibility of all teachers to identify and meet the SEN of pupils. In this they follow a graduated approach working collaboratively with colleagues in school, the child and its parents and agencies outside the school when appropriate.
- The curriculum for pupils should be matched to their special educational needs and delivered in such a way that access to their peers and community is maintained.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning. Good special needs practice is good practice for all pupils.

Arrangements for Co-ordinating the Provision of Education for Pupils with SEN

Provision for pupils with SEN is a matter for the school as a whole. Whilst the governing body have statutory duties the head teacher, SEN co-ordinator and all other members of staff have important responsibilities. An action plan for SEN is included in the School Improvement Plan. SENCo, Headteacher and SEN Governor review the targets of the plan regularly.

At Dorchester Primary School the following division of responsibilities has been made:

The governing body in co-operation with the head teacher determines the school's general policy and approach to provision for children with SEN, establishes appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The governing body has appointed a governor to take particular interest in and closely monitor the school's work on behalf of children with SEN.

The head teacher, Cathy Bell, has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. She will keep the governing body fully informed and work closely with the school's SEN co-ordinator, Sheena Hindocha.

The SENCo liaises with the Leadership Team and has responsibility for the day-to-day operation of the school's SEN policy. Her duties are as follows: -

- to liaise with and advise fellow teachers and teaching assistants on the progress of individual children with special needs

- co-ordinate provision for pupils with SEN particularly at SEN Support
- oversee the progress and records of pupils with SEN
- to liaise with parents of children with SEN in conjunction with the head teacher or class teacher when appropriate
- to identify, plan co-ordinate and contribute to the in-service training of staff alongside the Inset co-ordinator and headteacher.
- to assist the head teacher in liaising with external agencies including the Educational Psychology Service, Speech and Language Therapy service, Occupational Therapy service, Early Help Team, Paving the Way and other support agencies, medical and social services and voluntary bodies

Admission Arrangements

At Dorchester Primary School, we follow the current LEA Admission Arrangements to Nursery and Primary schools.

We welcome all children and believe in inclusion for all children. We endeavour to meet the needs of all children who are admitted to Dorchester Primary School.

SEN Specialism and Facilities for Pupils with SEN

At Dorchester Primary School there is no special unit for children with SEN, the children are all fully included in school life. Over the last few years the school have successfully included children with varying needs of Autism, Downs Syndrome, speech and language needs, communication and behavioural difficulties, social and emotional needs, medical needs.

Some staff have attended SEN training provided by the London Borough of Sutton and all have been involved in 'in-school' training.

The main school building does go onto another level. There is a lift for children who may have a disability. There are also ramps outside classrooms for children that may need to use this. It is all easily accessible for wheelchair users. The Foundation Stage unit is on one level and could be easily accessible to wheelchair users.

Allocation of Resources to and Amongst Pupils with SEN

Dorchester Primary is allocated money through the LEA's 'Additional Learning Support' fund. This money is used to provide additional classroom support for children without an Education, Health and Care Plan but who have SEN and to support, assess and monitor children with SEN.

When children receive an Education, Health and Care Plan, a sum of money from the LEA's 'integration fund' may be allocated to the school to help provide extra classroom support or appropriate equipment required by the child (as specified on the plan).

Resources and equipment for children with SEN is bought using capital equipment money and/or school fund money if a need has been identified and considered a priority by the staff.

Examples include laptop computers, iPads, special furniture and equipment.

Identification, Assessment, Monitoring and Review Procedures.

The task of identifying and providing for the special needs of pupils is primarily the responsibility of the class teacher, under the guidance of the head teacher and SEN co-ordinator. At Dorchester Primary we follow the London Borough of Sutton's 'School Graduated Assessment and Provision'.

The precise nature of learning difficulties is often difficult to identify, they are often a result of a combination of factors within the child and the environment. It is important, therefore, that any attempt to assess a child who appears to be experiencing difficulties, should be based on close observation of the child in a variety of situations and over a period of time. Evidence should be gathered from observations, school assessments and lesson evaluations. If a child is experiencing some difficulty, the class teacher should examine how the class practice and organisation supports the child. Children are carefully monitored and individual progress discussed with the SEN co-ordinator and parents.

Should difficulties persist and the class teacher has to provide a curriculum which is significantly different to the rest of the class it will be necessary to begin the following procedure of SEN Support (School Action):-

Triggers for Intervention through SEN Support

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

SEN Support in school

The SEN co-ordinator gets the basic information about the child from SIMs and this will be kept in the pupil's file. This will entail consulting the pupil's record file for information and/or discussion with the pupil's parents/carers.

Consultation with the pupil, when appropriate, should take place to elicit the pupil's personal perceptions of any difficulties and their views on how the difficulties might be addressed.

The Code of Practice recommends at least two reviews of progress at this stage.

The class teacher and SEN co-ordinator jointly assess a pupil's needs and planning, monitoring and reviewing the special educational provision, ensuring that parents are consulted and asked to provide any help they can give to their child at home.

On the basis of the new information the SEN co-ordinator may decide to seek further advice from other members of staff and/or outside agencies such as the speech, language, communication needs service, behaviour support service or learning support teacher or another service.

The SEN co-ordinator, working with the class teacher then ensures that a SEN support plan is drawn up. So far as possible the plan should build on the curriculum the child is following alongside fellow pupils and should make use of programmes, activities, materials and assessment techniques readily available to the child's teacher. The plan should usually be implemented, at least in part, in the normal classroom setting.

The SEN support plan is written using Provision Map which is new software that has been bought by the Local Authority for every school in Sutton in September 2020. The plan should include specific targets to be achieved by the pupil in given time and the special educational provision required to ensure this i.e. staff and parental support, specific activities and materials to be used. The means by which the targets will be assessed should also be made clear. This may be by teacher assessment or through the use of standardised tests.

SEN support plans should be reviewed within a term with the child, class teacher and parents.

The review should focus on:-

- progress made by the child.
- effectiveness of the education plan.
- contribution made by parents at home.
- updated information and advice.
- further action.

The outcome of the review may be

- the pupil continues at SEN Support and a new or amended plan is drawn up in the light of the experience of the first plan
- the child no longer needs additional help
- the child's progress is adequate and therefore no longer needs a SEN support plan.

- the child remains on SEN Support and further professional advice may be needed.

Triggers for SEN Support (when outside agencies are involved)

The triggers for SEN Support (further advice needed) could be that, despite receiving an individualised programme and/or concentrated support at SEN Support level, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- needs intervention from an external agency

At the next level of SEN Support the SEN co-ordinator takes a leading role, working closely with the child's teacher and sharing responsibilities for the child with external specialist services relevant to the child's needs. Such support may come from one or more of the following: the Early Years SEN Team, the LEA Speech, language, communication needs service, teachers of the visually and hearing impaired, Autism Service, Behaviour support Team, the Educational Psychology Service, child and adolescent mental health services (CAMHS) and social services.

A new SEN support plan must be drawn up including input from support services detailing new targets and teacher strategies, monitoring and review arrangements. The review should be termly to include the child's teacher, child, and the child's parents. The outcome of the review may be:-

- the child continues at SEN Support if progress has been at least adequate, a new plan may be drawn up.
- the Head Teacher and SEN co-ordinator considers referring the child to the L.E.A. for statutory assessment – request for an EHCP.

Referral for an Education, Health and Care Plan

When making a referral for an Education, Health and Care plan the school submits to the L.E.A. the paperwork regarding the child's education at SEN Support and further support including SEN support plans and evidence of the involvement and views of specialists from outside the school. The school also submit the parents views of their child and why an Education, Health and Care Plan is necessary for that child. This is all submitted to the L.E.A.

Having received all the advice, the L.E.A. must decide whether they need to allow the Education, Health and Care Plan to go ahead or whether the school need to work on strategies in school.

Education, Health and Care Plan (EHCP)

An EHCP is drafted within five months when the L.E.A. is satisfied that the child's needs are significant and/or complex; have not been met by measures taken by the school; or may call for resources which cannot 'reasonably be provided' within the budgets of mainstream schools in the area. The EHCP provides a precise educational

prescription for the child stating his/her special educational needs, the special educational provision, appropriate school placement and any non-educational needs and provision necessary.

EHC Plans are reviewed annually, sooner if the child's special education needs change. All those professionals involved with the child as well as the parents and when appropriate the child are invited to attend the review. An annual review report is completed indicating whether the EHC Plan should continue, be amended or no longer be maintained. This is returned to the L.E.A. which will help to determine the level of funding given to the child for the following year.

The majority of children with SEN will not need to pass through all stages of assessment and provision. In certain circumstances it may be necessary to omit a stage or stages to provide the help a child requires. The aim is to meet the needs of the child by full inclusion at Dorchester Primary School .

Teachers are advised to consult the 'Code of Practice' and the London Borough of Sutton's Special Educational Needs Handbook for further guidance on the procedures.

Access to the Curriculum

Children with special needs are educated in a mixed ability class in their appropriate year groups.

If a child receives additional teaching support this will be given whenever possible in the classroom situation. At times, however it may be beneficial for the child to work on a one-to-one or small group basis in an environment where there are fewer distractions. If a child is withdrawn from the classroom the teacher should give careful consideration as to what the child is missing by not being present in class.

At Dorchester Primary the programmes of study from the National Curriculum and Literacy/Numeracy strategies have been used to guide our whole school planning. Staff are constantly developing schemes of work for each subject of the curriculum providing a framework for progression ensuring that all pupils receive a broad and balanced curriculum. Although the National Curriculum Orders indicate bands covered by the majority of pupils at the end of each key stage, it is recognised that some pupils will need to work at different bands if they are to progress and fulfil their potential. The inclusion statement in the current National Curriculum advises on further differentiation.

Parental Involvement

Our aim is to work in partnership with parents and to fully involve them in their child's education.

Parental concerns are taken seriously and the head teacher and teachers are available by appointment to discuss matters with parents. When a child is identified as having SEN the parents are invited into school to discuss ways in which their child can be helped to make progress. The school graduated stages of assessment and provision are explained to the parents by the class teacher, SEN co-ordinator or head teacher.

Parental views are sought and incorporated in assessment and review especially when their child is about to move school between stages. Parents are informed if their children are going to be put on SEN Support and are invited to meet when writing SEN support plans. Their consent is required when children are referred to any external agency e.g. the Educational Psychologist or SALT or OT etc. If formal assessment is being initiated the SEN co-ordinator or head teacher meets with the parents to talk through the EHCP process and offers advice and support. Parents are always invited to attend annual reviews.

The parents of all children have the opportunity to attend three Home/School consultations a year. The school also holds parent workshops and curriculum meetings at which our aims and approaches to areas of the curriculum are explained. We believe that all education including special educational provision is more effective if parents are fully involved.

If a parent has a concern about the provision made at school for their child, which cannot be resolved through discussion with the class teacher and the head teacher they may wish to take the matter further. There is a borough complaints procedure for any area of the curriculum, which is available from the head teacher.

Parents can also access Sutton Local Offer (<http://localoffer.sutton.gov.uk/>) which is a website that offers links to other services that may be able to help with education and provision for the children. There is a contact number if parents would like to speak to someone about a specific need.

Links With Other Schools

In order to meet a child's individual special educational needs it may be beneficial to seek the advice of staff working in other schools who may have relevant specialist knowledge, experience or facilities e.g. Muschamp as they have a Language Base. The LEA's SEN advisory teacher would be able to suggest possible sources of advice.

If a child with SEN at Dorchester Primary School is to be transferred to another school, whether mainstream or special school, we aim to make the transition as happy and trouble free as possible. We would allow the child to make visits to his/her new school if this was acceptable to the staff of the school and they would be welcome to visit Dorchester to see the child in a classroom situation. The transfer of records would be completed as quickly as possible to ensure a continuity of support.

The special educational needs of children in Y6 at all stages are discussed with the SEN co-ordinator and Year 6 Class Teacher from the receiving secondary school in the summer term before the children leave Dorchester Primary School.

The annual reviews of children in Y5 should include consideration of the school, which will be appropriate for that child at the secondary phase. Timing and advance planning is essential. At the review meeting during the child's Year 5 at Dorchester School there should be discussion as to how best help the child make the transition between primary and secondary school. The SEN co-ordinator and Headteacher of the appropriate secondary school would be invited to attend the final review meeting.

Links with LEA Support Services

The school has a designated Educational Psychologist who makes visits when requested to school to discuss, assess and review children with SEN. Regular training is provided to enable staff to develop an understanding of the needs of children, the differentiated curriculum and the provision available in the LEA.

Children at Dorchester Primary School can receive support from members of the Speech, Language, Communication Needs Service when requested who work with children with language difficulties. Children can also receive support from Occupational Therapy, Paving the Way, CAMHS, Early Help, Autism service and other agencies if needed.

The SEN co-ordinator attends regular LEA SENCo meetings at which SEN issues are discussed and information is exchanged. In addition she attends training on the Code of Practice and leads whole school staff training. Where necessary, training involves classroom assistants, playground supervisors and other non-teaching staff.

If a child who has been receiving help from the Portage Service joins our nursery or reception class advice would be sought from their Portage worker.

Links With Other Agencies

Health Service

A school nurse who conducts health interviews with parents and children regularly visits Dorchester Primary School. She carries out health checks such as eye tests and also gives health and hygiene talks to the children, parents and staff when asked.

Medicals are given to children who the school nurse has identified as having a need after the initial health interviews. The school doctor may also see other children who are 'followed up' from previous medicals.

Representatives of the health service are invited to attend annual reviews when appropriate and give support e.g. Occupational Therapists and Physiotherapists.

Social Services

When a child is known to social services the head teacher would ask them if they could provide any advice and information relevant to assessing the child's SEN. The head teacher would, whenever possible, attend care meetings or care conferences involving children from Dorchester Primary School. Representatives from the social services department would be invited to attend review meetings of children known to them.

Attendance

The Attendance Officer visits twice a term and will become involved with families of children with SEN if requested to do so by the head teacher.

Voluntary organisations

The addresses of, and information from voluntary organisations are kept as a central resource for teachers to consult. When a pupil has a particular special need the school would contact the appropriate organisations for advice, which would help them meet the needs of the pupil. The pupil's parents would also be given this information if they were previously unaware of it. Representatives from voluntary organisations may be asked to talk at staff or parents' meetings when appropriate. The school supports the LEA Parent Partnership Scheme. Volunteers from National Autistic Society have been in to talk to parents about their service and what they have to offer.

A list of contacts of the local agencies, which provide services for children with SEN, can be found in the Special Needs Handbook.

Gifted Children

The Code of Practice omits any reference to gifted children but at Dorchester Primary School we believe that there is a case to be made for recognising that such children have special educational needs. However, a measurement of I.Q. may be obtained by requesting assessment by the Educational Psychologist if this is thought to be appropriate. It is the responsibility of individual class teachers together with curriculum co-ordinators to devise ways in which curriculum areas can be developed to meet the needs of exceptionally bright or talented pupils. All children will require a variety of open-ended, problem-solving activities. Gifted children may also require support and advice on how best to use their ability without alienating themselves from their peers. Some very able children become adept at pretending to be 'average' in order to be accepted, or to avoid being teased. All children are encouraged to do their best and make good progress year on year.

Children for Whom English is an Additional Language (EAL)

The Code of Practice clearly states that a child should not be considered to have Special Educational Needs on the grounds of language differences alone. Children for whom English is an additional Language receive additional provision under Section 11. It may be the case, however, that some E.A.L. children will also have special educational needs. It may be very difficult to decide whether their learning problems are purely language based or of a more permanent nature. Advice should be sought from the E.A.L. service.

Children With Medical Needs

The staff and governors will be sensitive and sympathetic to any child with medical needs. They will be made welcome and their needs met appropriately.

Through close liaison with parents and the health service the child's medical and educational needs will be clearly identified and a personal education plan will be drawn up. This plan will be discussed and copied to all appropriate parties. It will be monitored and reviewed regularly.

If a child is expected to be absent on medical grounds for less than 15 days the SEN co-ordinator and class teacher will organise a meeting to plan and provide a work programme for the pupil as appropriate to their educational needs. The Attendance Officer will be notified of the absence.

If a child is on long-term sickness the SEN co-ordinator will liaise with the tuition service in order for the child to continue to progress and succeed across the curriculum.

On return to school the child with medical needs will be integrated appropriately with the support of the SEN co-ordinator, class teacher and teaching assistant. Close liaison with the parents and health service will identify particular needs. Arrangements for administration of any necessary medicine will be agreed according to school and LEA policy.

The opinion of the child will be sought and will be involved in discussions

The school will keep the child who has medical needs on roll even if he/she is absent and unable to attend school for lengthy periods of time.

Close contact will be kept with the parents/carers as well as all agencies involved with the case.

Resources

There are many resources for SEN throughout the school. Specific resources for children will be purchased when appropriate.

Monitoring & Evaluation

- a termly report from SEN co-ordinator is written for Headteacher and governors on the progress of SEN children as to how they are supported and next steps.
- yearly monitoring through class observation involving SEN co-ordinator and SEN governor is undertaken to ensure the policy is being fully implemented and children's needs are being met.

Complaints Procedure

Complaints will be dealt with initially by the class teacher then the SEN co-ordinator, Headteacher, Governors and finally the LEA.

Parents are encouraged to raise their concerns as soon as possible with the class teacher or SEN co-ordinator and work towards a solution with staff.

If they cannot be resolved a formal complaint can be made to the SEN governor.

If the complaint is not resolved at this level it can be referred to the LEA Executive

Head of SEN Department.

Evaluating the Success of the Policy

The success of the policy is evaluated through the ongoing review of the Code of Practice by the Headteacher and SEN co-ordinator in conjunction with all class teachers and support staff. The overall aim and expectation is for all children to make good progress.

In addition to this there will be regular monitoring and evaluation by each curriculum co-ordinator as part of their co-ordinating role. The SEN co-ordinator will be given extra release time to monitor and evaluate SEN provision throughout the school in conjunction with the Headteacher.

The outcomes of any SEN initiatives are communicated to the governors by the head teacher at committee meetings and in her termly report to them. The governing body would seek to approve any in-service training highlighted by the annual audit and may make suggestions as to how staff training could be extended as a result of the work of the curriculum sub-committee. The Annual Governors Report to Parents includes a statement on the effectiveness of the policy.

To be adopted by staff and governors

This policy will be reviewed annually.