

SPECIAL EDUCATIONAL NEEDS POLICY

Dharma Primary School

This policy is a whole school policy and includes EYFS.

INTRODUCTION

This Special Educational Needs document sets out a working policy in line with the requirements of the SEN Code of Practice 2014. It is subject to change and development in the light of evaluation of practice.

It details how the school will do its best to ensure that the necessary provision is made for all pupils who have special educational needs, and children identified as 'most able', and that those needs are made known to all who are likely to teach them. At The Dharma Primary School we aim to include all pupils fully and equally in the social and academic curriculum and the life of the school. The aims, objectives and implementation of this policy relate closely to the whole school policy of inclusion.

Definition of Special Educational Needs

A pupil has special educational needs if they:

- have a learning difficulty or disability which calls for special educational provision to be made, or
- do not make expected academic progress due to a significantly greater difficulty in learning than a majority of pupils of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities provided within the school.

Definition of Disability

This is with regards to a pupil who has a physical or mental difficulty which has a long-term effect (for more than a year) on their ability to participate in daily learning and/or social activities.

Relationship to Inclusion

The relationship between the definition of Special Educational Needs and that of inclusion is underpinned by the following principles:

- All pupils are equally valued. Equality, however, does not always mean treating pupils in the same way, but according to their individual needs.
- Individual needs are to be seen in the context of pupils learning in different styles rather than in the context of “deficit” models of ability and learning.

OBJECTIVES

We aim to ensure that:

- all pupils experience success and positive self-esteem
- all pupils have equal access to and experience the whole curriculum, differentiated to meet individual needs.
- all teachers take responsibility for identifying and supporting different needs and setting learning challenges, and that this impacts on classroom organisation, teaching materials and teaching styles
- opportunities for pupils with special educational needs to join in with all school activities are maximised
- parents/carers are given opportunities for input into their child’s SEN provision, and that their knowledge and insights are recognised and welcomed
- pupils are seen as active participants in their own learning, and that both their understanding and views of their own needs can be used to inform teaching strategies and to set personalised targets
- the environment has a place for everyone; celebrates and welcomes diversity and there is a feeling of belonging

This policy will contribute to achieving these objectives by ensuring that provision for pupils with special educational needs is through a whole school approach.

ROLES AND RESPONSIBILITIES

(a) The Trustees

The Trustees have specific responsibility to:

- Have regard to the Special Educational Needs Code of Practice and the Disability Discrimination Act. The Disability Rights Commission (Tel: 08457 622633) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child.
- Name a Trustee who will liaise with the SENDCo concerning SEN matters.
- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.

(b) The Head Teacher

The Head Teacher has specific responsibility for:

- the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs
- appointing a member of staff who has responsibility for co-ordinating special educational needs provision
- working closely with this person, the SENDCo

(c) The SENDCo (Special Educational Needs and Disabilities Co-ordinator):

The school SENDCo is Ruth O'Keeffe. The SENDCo manages the special needs provision throughout the school by fulfilling the following responsibilities:

- liaising with staff members in order to identify children to be included on the Special Needs Register and reviewing and updating the register regularly

- in consultation with class teachers, preparing, maintaining, evaluating and reviewing IEPs half-termly or termly
- ensuring ongoing discussion with parents as a vital part of this process and of every aspect of special needs provision
- reviewing and updating the Special Needs Policy every two years
- administering assessment and diagnostic screening to establish particular difficulties and/or weaknesses of those pupils who are not making adequate progress
- giving general and specific advice to staff members on differentiating class work to meet particular needs. In conjunction with class teachers, planning differentiated programmes and assignments for individual children, instructing teaching assistants and individual needs assistants in the carrying out of these assignments, providing them with additional materials if necessary and setting up record-keeping systems. N.B. Class teachers may sometimes decide to work with groups on differentiated assignments while the teaching assistant supervises other groups
- carrying-out direct teaching for groups and individual children, in-class or in a withdrawal context as appropriate. In-class support is targeted towards enabling children to have access to the whole curriculum
- assisting staff development by providing information about current special needs concerns; staying aware of recent with current special needs theory and practice and directing staff towards appropriate courses focusing on special educational needs
- liaising with appropriate professionals on matters concerning special needs in the early years phase, and with early years staff on appropriate training opportunities for them
- advising parents, providing information, arranging for assessments and/or intervention from outside agencies
- liaising and meeting with outside agencies who are involved in supporting pupils and families
- advising parents on initiating or making applications for Education and Health Care Plans (EHCPs)
- providing necessary reports and documentation to support such applications
- researching, evaluating and purchasing appropriate materials to aid the learning of pupils who have been identified as having a learning need

ADMISSIONS ARRANGEMENTS

Applications for pupils with special educational needs will be considered individually. Together with the parents/carers, the school will explore ways in which the pupil's needs can be met and how the school is able to make adjustments in response to the pupil's needs including the following:

- The School supports integration of pupils with special educational needs and believes this a benefit to all members of our community. It is, however, important to feel confident that we can provide the necessary support for each child.
- The decision to offer a place may therefore be dependent on our assessment of the School's ability to meet the pupil's needs, be they physical, social, emotional or academic.
- Such an assessment would be based on the school's resources, reports from outside agencies and the pupil's past school reports. Parents/carers are asked to provide as full a picture as possible so that the School is able to make an informed decision.
- Opportunities will be provided for a child to visit the school prior to joining. During the visit, parents/carers will have the opportunity to discuss their child's learning needs with the SENDCo and also to meet with the Head Teacher as appropriate.
- After joining the school, staff will ensure that a new pupils have the opportunity to become familiar with the geography and routines of the school is undertaken with reference to any additional needs that they have.
- A review of the child's needs in school will be made, and a meeting called within the first half term between the SENDCo and the child's parents/carers, at which progress and needs in school will be discussed in order to tailor provision to the presenting needs.
- An IEP (Individual Education Plan) will be developed jointly by the class teacher and the SENDCo with reference to information from the child's parents/carers in addition to all the information available in school. The IEP will set out appropriate interventions, strategies and any special materials required.
- When a child leaves t h e Dharma Primary School the SENDCo, working in co-operation with the Head Teacher, will assist the parents/carers with this process including in contacting the SEND team in the receiving school. The procedure will be as follows:

The SEND team of the receiving school will be invited to meet the child and the child's parents/carers, if possible, at the Dharma Primary School.

The child will be given time to visit the receiving school.

The SENDCo and other Dharma Primary School staff will assist as appropriate in any other areas identified in order to enable a smooth transition.

IDENTIFICATION, ASSESSMENT AND PROVISION

Identification and Assessment

The continuous cycle of planning, teaching and assessment takes account of the wide range of abilities, aptitudes and interest of pupils, and the majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific areas falls significantly below the expected range may have special educational needs. We also recognise that disengagement or persistently inappropriate behaviour may mask difficulties encountered in learning. The earlier the action is taken, the more responsive the pupil is likely to be. Assessment is regarded as a continuous process and not as a single event.

To help identify children who may have special educational needs, pupils' progress is measured with reference to:

- records of their performance monitored by the teacher as part of ongoing observation and assessment
- their progress against any objectives specified by the school in subject areas, for example in Literacy and Numeracy/ English and Maths.
- the outcome of diagnostic and standardised tests used to substantiate teacher assessment and demonstrate children's achievement, development and progress
- observation and assessment administered by the SENDCo
- information received from outside agencies

We are also open and responsive to concerns and comments from both parents/carers and children.

Provision

In order to help children who have special educational needs and disabilities, the following steps will be taken and recorded:

Differentiation

Differentiation means using teaching strategies and materials to match the pupil's way of learning, taking into account her/his current levels of achievement. All pupils will receive help through differentiation, but if an individual pupil does not make sufficient progress, the school will need to do more to help. Differentiation may be observed via outcome but should also be routinely presented by task.

Insufficient progress can be described thus:

- progress is significantly slower than that of a pupil's peers starting from the same baseline
- failure to match or better her/his previous rate of progress
- failure to close the attainment gap between these rates of progress
- widening of the attainment gap

The SENDCo will discuss with the class teacher the plans for future support. An action plan on the IEP will then be recorded and reviewed. The pupil's class teacher will remain responsible for planning and delivering a differentiated programme.

Further Support

If it is agreed that a pupil has not responded to the above intervention, the SENDCo will assist in the planning of further support in discussion with colleagues and will monitor action taken. Parents/carers will be kept informed of the action(s) taken to help the child. At this stage, further interventions may include:

- the provision of different learning materials and resources
- some paired or small-group support, which may take place by withdrawing from the classroom for short periods while ensuring access to the full curriculum

- some 1:1 lessons with the SENCo on a withdrawal basis, following discussion and agreement with the parents/carers
- establishing continuity between home and school through regular teacher/parent contact, direct discussions and exchange of information between teachers and parents and if appropriate the use of a home/school contact book.

Strategies employed to enable the pupil's progress will be recorded within the Individual Education Plan (IEP). This will include information about:

- the pupil's learning needs and strengths
- short term targets set for the pupil
- classroom implications as a result of the learning needs
- the teaching strategies and adapted materials
- the personnel and time involved
- review of the intervention
- parental input and the pupil's point of view

The I.E.P. will focus on two or three key targets which will be discussed with parents/carers and the child. The I.E.P's. are reviewed half-termly or termly, and parents/carers will be consulted as part of the review process.

If the child continues to give significant cause for concern, the school will support and advise the child's parents/carers in seeking the services of an external specialist. If the school team thinks that the services of an external specialist, such as an Educational Psychologist, would be helpful or necessary for the child's assessment, the parents will be advised. However, the payment of such an assessment would be met by the parents/carers.

In some cases, this may result in the issuing of an Education and Health Care Plan. All children with EHC plans will have short-term targets set for them, which will be recorded in the I.E.P. and implemented as far as possible in the normal classroom setting.

All plans must be reviewed annually with all involved persons invited. The school must be responsible for initiating the review.

PARTNERSHIPS WITH PARENTS/CARERS

The school has responsibility to:

- inform parents/carers of any concerns they may have about a child receiving SEN support
- accept and value the contribution of the parents/carers
- be open to disseminating information about local parent support groups or voluntary organisations

MOST ABLE PUPILS

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each pupil can aspire to the highest level of personal achievement. We ensure that the most able pupils in the school are recognised and supported, according to national guidelines.

Definition

It is important to define characteristics of the 'most able' pupils. These pupils have one or more ability which is developed to a level which is significantly ahead of their year group, or show a potential to develop such ability/abilities. The most able pupils are individuals with their own strengths and weaknesses. A pupil may be very able in some areas, but may also have special educational needs and be on the school's SEN Register for a range of additional learning needs or specific learning difficulties.

The most able pupils will demonstrate a talent, and be capable of excelling academically in one or more than one subject. It will be likely that they will be passionate about particular subjects and pursue them by employing analytical, problem-solving techniques beyond those expected of their years. They will inter-relate past and present learning strategies, demonstrate a level of intellectual maturity and engage in active debate. Similarly, they will be creative and have original responses and approaches.

In addition, they may,

- develop speech and vocabulary early
- ask lots of questions and be very curious
- read early
- learn quickly

- have a good memory
- be good at puzzles
- enjoy problem-solving and reasoning

Identification

The identification of the most able pupils is an ongoing, whole-school process, which is non-discriminatory and fair. A range of strategies is used and this begins when a pupil joins the school when previous school reports, including quantitative data and qualitative information, plus examples of a pupil's work, give details regarding interests and achievements. Further discussions with parents will also be part of this process. Whilst some pupils will be identified at an early age, others may develop their abilities at a later stage. The whole-school approach is cumulative and standardised and becomes part of a pupil's learning journey, rather than through the administration of specific tests at pre-determined times of the academic year.

Effective Provision

Excellent teaching in the classroom underpins the provision made for the most able pupils in the school, through an inclusive approach to teaching and learning. The Primary Framework and Early Years Foundation Stage provide a starting point which is then built upon and developed. Every teacher ensures that each pupil achieves as highly as they can by fostering a culture of high expectations, personal aspirations and building learning power; within this a wide range of talents and abilities are recognised and celebrated. Objectives and targets are shared with the pupil and are structured around what the pupil already knows. Learning is a highly-varied, creative, vivid and real process; provision in the classroom enriches and extends in order that our most able pupils experience continuous opportunities as they acquire new skills.

There are two main strategies: enrichment and extension.

Management Strategies

The nominated teacher, coordinating the provision and practice for the most able pupils within the school is the SENDCo, Ruth O'Keeffe. She is responsible for:

- supporting staff in identification
- keeping and up-dating a register of the most able pupils
- providing advice and support to class teachers, ensuring that suitable tasks and activities are undertaken across the whole curriculum

- reviewing teaching arrangements for those pupils
- monitoring the pupil's progress
- liaising with parents and carers, governors and any outside agencies on related issues

CONCERNS/COMPLAINTS/FURTHER ADVICE

Any concerns regarding the SEND policy or the provision made for pupils with SEND should be addressed in the first instance to the SENDCo, circulating in the teacher. If parents need further advice they are welcome to arrange a meeting with the SENDCo. If they are still not satisfied that their concerns are being addressed, they should make an appointment to see the Head Teacher.

Any parent/carer who has a complaint regarding the provision made by the school for pupils with SEN should use the Parental Concerns Procedure.

STAFF DEVELOPMENT

We believe in professional training and development, and will support it in the following ways:

- drawing on the expertise of current staff members to provide in-school training
- where possible, giving staff members opportunities for attending relevant courses, subject to cost and staffing commitments

EVALUATION OF THE POLICY

The SENDCo, with the approval of the Head Teacher, will review the policy every two years. Consideration will be given to:

- the progress of all children
- the progress of children in meeting their aims set out in I.E.Ps
- the implementation of the stages of assessment and intervention
- the implementation of EHC plans
- parental satisfaction regarding the Profiles and I.E.Ps of their children
- effective communication between staff and parents

- training issues

Person Responsible for reviewing this policy	SENCo ROK
Date of last review	10/17
Date of this review	01/19
Date of next review	01/21

APPENDIX: information about Amaze for parents

Brighton and Hove Amaze (formerly Brighton & Hove Parent Partnership Service)

Parents/carers of any pupil identified with SEN may contact Amaze on 01273 772289 for independent support and advice. <http://www.amazebrighton.org.uk/>

Amaze is an independent charity working in Brighton and Hove that has been commissioned by the Brighton & Hove local authority to run the parent partnership service. Service activities include:

- information and support via a telephone helpline for parents, website, newsletter, factsheets and handbooks;
- courses and workshops for parents, independent parental supporters and school staff;
- one-to-one education casework including Independent Parental Supporters, help with disability benefits and transition to adult services.
- Running The Compass database of disabled children and Compass Card offering leisure opportunities.
- hosting the parent carers' council (PaCC), which is supported by Amaze but parent-led
- ensuring that parents' views inform and influence the development of local SEN policy and practice.
- supporting young people with SEND