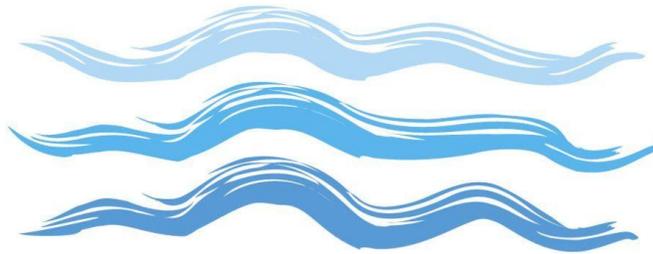


Special Educational Needs (SEN) and Inclusion Policy

Dee Point
Primary School



Delegate Function: FGB
Approved by Governors: Jan 2024
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Introduction

1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Currently, approximately 40% of children at Dee Point Primary School have particular Special Educational Needs as defined by the SEN Code of Practice (2014), which could create barriers to learning. The school has almost 10% of its school population that has an EHCP.

1.2 Barriers to learning are likely to arise as a consequence of a child having Special Educational Needs. Teachers, Teaching Assistants, the Family Support Worker and the School Learning Mentors take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curricular activities. This is in conjunction with the school's Special Education Needs Co-ordinator (SENCO).

1.3 Children may have Special Educational Needs throughout, or at any time during, their school career, including those children who access the Complex and Moderate Learning Difficulties (CMLD) Learning Resource Classes. This policy endeavours to ensure that curriculum planning and assessment for children experiencing difficulties take account of the type and extent of the problem(s) experienced by the child, and that they have all the support and opportunities to enable them to reach their full potential.

2 Aims and objectives

The aims of this policy are:

- To ensure that the Special Educational Needs of children are identified and assessed as early as possible, and information is effectively disseminated and appropriately acted on;
- To create an environment (considering all reasonable adjustments) that meets the Special Educational Needs of each child;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff and external agencies in making provision for children's Special Educational Needs;
- To enable all children to have full access to all elements of the school curriculum by making reasonable adjustments.

3 Educational inclusion

3.1 Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate knowledge at different rates;
- Need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- Providing support for children who need help with communication and language, by referring to the Speech and Language Therapy Service for advice as appropriate;
- Helping children to manage their learning and behaviour by supporting them to help identify their own achievable outcomes and targets, and to take part in learning effectively and safely. This may be with

support from the Learning Mentors, the SENCO, the family support worker, the class teacher and in some cases external agencies such as an educational psychologist.

- Planning to develop children's understanding of their needs through the use of all available senses and experiences; Resources include a wide variety of educational visits.
- Helping children to understand and regulate their emotions, particularly during times of trauma or stress, and to develop social skills; Carefully considering unstructured times (e.g. lunch time) experiences contributing to this;
- Following the anti-bullying policy if any children with SEND are perceived to be being bullied because of their ability and needs and supporting these pupils to learn to cope with perceived bullying;
- Planning for children's full participation in learning, and in physical and practical activities; a wide range of extra-curricular activities are provided to support this:
- Planning for Literacy and Maths, with individual and small-group support being provided to maximise learning opportunities and help children to meet their potential.
- Planning for the use of relevant ICT equipment and online programs to support and enhance individual and small group/whole class learning to enable and maximise learning opportunities.
- Planning for successful integration and inclusion of children with Complex and Moderate Learning needs with their own peer groups including adult support and resources, *to develop resilience within their own year group.*

4 Dee Point's model of SEN provision

The SEN Code of Practice reminds us that all children may have special needs at some time during their school lives. The 2014 Education Act instructs schools to distinguish between the different stages of supported learning, the initial stages being mainly in-school based, with multi-professional advice being requested in the later stages. The school operates a graduated approach, with increasing levels of intervention where need is greatest. This decreases as the needs are met.

Dee Point continues to follow a three-wave model:

- Wave 1 being quality teaching for all;
- Wave 2 encompassing small group interventions, making the appropriate changes required and ensuring the curriculum is differentiated to ensure access for all;
- Wave 3 provision *is* sub-divided into
 - SEN School Support, with a differentiated curriculum which is additional to or different from that of others. Pupil Passports (see appendix 1) are written at this point. This will lead to outside agencies being involved, if and when appropriate. Element 2 funding is used to support these pupils.
 - Element 3 funding can be requested from the Local Authority to give additional hours of support or resources to ensure pupils receive the level of support they require. Such funding is referred to as Top Up funding as it is provided to 'Top Up' the Element 2 funding already allocated within the school budget;
 - Statutory Assessment which may lead to an Education, Health and Care Plan (EHCP) and identify the provision required for that pupil. An EHCP clearly lays out the needs, outcomes, provision and resources required to support the pupil to maximise his/her learning potential. An EHCP will identify the type of provision required, whether it is in the mainstream, a Resource Provision or a Specialist setting.

The Provision Map, embedded within the SEND Profile, provides evidence that the support is directly targeted to effectively meet the pupils' Special Educational Needs as identified in the EHCP. The Provision Map is evaluated and adapted regularly to reflect the changing needs of the children.

The school also has a 24 place Resource Provision that supports children with Complex and Moderate Learning Difficulties. The Resource Provision operates across three classrooms from September 2023. The three different classes are grouped depending upon the individual needs of the children and the outcomes in the child's EHCP. Each class is taught by one teacher and a team of teaching assistants. Pandora follows an engagement model; Atlas follow a pre-key stage model & Infinity follow the KS1 / KS2 national curriculum.

The school has also created its own alternative 7 place provision for children with social communication difficulties. This classroom has been in operation for 12 months and is called Apollo.

4 The role of the Special Educational Needs Co-ordinator (SENCO)

The main responsibilities of the SENCO include:

- Managing the day-to-day operation of the SEN Policy;
- Co-ordinating the provision for and managing the responses to children's special needs;
- Support and advice for colleagues;
- Maintaining the school's SEN Register and the Provision Maps by supporting teachers to complete Pupil Profiles;
- Contributing to and managing the records of all children with Special Educational Needs;
- Managing the school-based assessments and completing the documentation required by outside agencies and the Local Authority;
- Links with parents;
- Ensuring resources and a range of teaching materials are available, including human resources, to enable appropriate provision to be made including purchasing any relevant ICT equipment and packages;
- Acting as a link with external agencies such as the Educational Psychologist, Speech and Language Therapy Service, Information Advice and Support Service, Autism Team, Community Paediatric Service and Social Services;
- Monitoring and evaluating the Special Educational Needs provision and reporting to the governing body;

5 The role of the Governing Body

5.1 The named Governor with responsibility for Special Educational Needs within the school is **Natasha Von Loeben**

5.2 The Governing Body does its best to secure the necessary provision for any pupil identified as having SEN. The Governors ensure that all teachers are aware of the importance of providing for these children. They report annually to parents on the success of Dee Point's policy for children with Special Educational Needs.

5.3 The Governing Body supports the school's policy that children with Special Educational Needs will be admitted to the school in line with the school's agreed admissions policy and the Service Level Agreement for the Resource Provision.

6 Allocation of resources

6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for Special Educational Needs provision within the school, including the provision for children with EHCP and Element three top up funding in mainstream. A resource provision teacher works alongside the SENCO and is responsible for the operational management of the specified and agreed resourcing for Special Educational Needs provision within resource provision.

6.2 The Headteacher informs the Governing Body each term of how the funding allocated to support Special Educational Needs has been employed.

6.3 The Headteacher, SENCO and Bursar meet at least termly to agree on how to use funds directly related to EHCPs and Top up funding that is allocated to children with SEN.

7 Assessment

7.1 Early identification is essential. Assessment information is collated, recorded and used to ensure that pupils receive the support that they require, as appropriate,

7.2 Parents, Class Teachers, Teaching Assistants and other agencies are encouraged to express concerns where appropriate and enlist active help and participation; Parents' Meetings are the appropriate forum for, however informal discussion is also encouraged. The class teacher and SENCO assess and monitor the children's progress in line with existing school practices.

7.3 The SENCO works closely with parents, teachers and where appropriate external agencies to plan and review appropriate programmes of intervention and support. These are often referred to and 'Plan, Do, Review' cycle.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The school uses the three stage model as outlined to ensure assessment is appropriate and timely. The Local Authority requests a range of advice to support them with the decision to formally assess through the Statutory Assessment process which may lead to an EHCP.

7.6 Documentation of relevant assessments is communicated to the SENCOs of the receiving schools as the children progress to Key Stage 3 or transfer to other schools. Additional visits and a carefully thought of transition is organised to ensure a smooth transition, where appropriate.

8 Access to the curriculum

8.2 Teachers use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessments are used to inform the next stage of learning.

8.3 Pupil passports, which encourage a small-steps approach, feature significantly in the provision that is made by the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success and are given praise accordingly. All the children who receive Element 2 and 3 SEN

Support have a pupil passport and in some cases an Individual Behaviour Plan. The children will increasingly have a voice in the formulation of their learning outcomes and targets.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. However, there are times when, to maximise learning, children work in small groups or in one-to-one situations outside the classroom. To accommodate such usage, a specific space is allocated and the interventions are closely timetabled ensuring the children do not miss the same subjects each week.

At Dee Point we aim to provide the best learning environment for our pupils and, to achieve this, we have two classes for our Resource Provision: Pandora and Atlas. The curriculum in each room is designed to excite and engage pupils at an accessible level. This learning environment aims to provide a more individual and tailored approach to teaching and learning where teaching can be focused upon the targets identified in the children's Education Health Care Plans. These provisions provide a low arousal learning environment, with a personalised curriculum that develops life skills for each pupil.

Additionally, we have created a specialised provision (Apollo) for children with significant social communication needs. The children accessing these provisions are taught by a teacher and two teaching assistants and follow the National Curriculum. The curriculum is delivered in a way that supports the children's needs academically, socially and emotionally. Examples of this include: bespoke learning broken down into shorter sessions; regular sensory breaks; emotional regulation education through 'Zones of Regulation'; multisensory approaches to support engagement and personalised routines and timetables to support transition through the day.

We have also developed teaching rooms to provide nurture based provision. These spaces provide a safe space for children to work with learning mentors or professionals such as play therapists or psychologists to address their social, emotional and mental health needs. Further to this, we have specially designated 'safe spaces' around school for children to access for sensory breaks or to self-regulate. These are in the form of a castle, book den and shipwreck and are designed to give children the space they need to practice their developing self-regulation skills, whilst remaining visible and safely within our supervision.

The school building is fully accessible for all children in line with the Disability Discrimination Act.

9 Partnership with parents

9.1 The school prospectus contains details of our policy for Special Educational Needs and the arrangements made for children with SEN in our school. The school report for SEN is on the school's website.

9.2 At all stages of the special needs process, the school endeavours to keep parents fully informed and involved. We appreciate the wishes, feelings and knowledge of parents at all stages, encouraging parents to make an active contribution to their child's education.

9.3 We offer regular meetings each term to share the progress of children with Special Educational Needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making through the Graduated Approach Documentation, which provides clear information and is available upon request.

Pupils who are in receipt of Element Three funding, as Top Up or an EHCP, have an Annual Review to which parents and pupils are invited to play an interactive role by contributing their wishes and feelings and sharing the pupil's successes.

9.4 The SENCO promotes Information, Advice and Support Service (IASS) involvement and values the Support Services contribution to family support.

10 Monitoring and evaluation

10.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and Governors with regular summaries of the impact of the policy on the practice of the school. SEN review meetings are held within pupil progress meetings at the end of every term and Teaching Assistants and Teachers involved with children with SEN in each class meet to discuss progress each child has made, impact of interventions and next steps. Minutes of these meetings are recorded and kept as evidence. Information from Pupil Progress is used to inform the next provision map.

10.2 The SENCO is involved in supporting teachers in writing pupil passports and providing INSET as necessary. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named Governor with responsibility for Special Educational Needs also meet regularly.

10.3 The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full Governing Body.

10.4 The SENCO is present at termly pupil progress meetings lead by the Head teacher and the Deputy Head teacher to track the SEN pupil and ensure needs are being met.