

SEND Policy 2017

There are many forms of special educational need, but any make it harder for a child to learn without appropriate help. A child has special educational needs if he/she has significantly greater difficulty in learning than the majority of others of the same age and/or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

The school has regard to the DfE Code of Practice 2014 on the identification and assessment of special educational needs and tries to provide a welcoming atmosphere and appropriate opportunities for all children.

Objectives

- To consistently track progress so that early recognition of pupils with SEND becomes more likely and leads to effective and timely remedial action.
- To help a pupil with SEND to feel a valued and integral part of the school community.
- To encourage main stream integration and ensure that a pupil with SEND joins in all activities where practical and compatible with needs, giving due consideration at all times to the particular nature of those needs.
- To liaise frequently with parents in order to ensure effective diagnosis and intervention.
- To alert all staff having contact with a child who has SEND to the particular nature of that need or disability and the on-going intervention and remedial action.
- To enable staff to attend SEND in-service training whenever possible.

Our system of observation, record keeping, regular SEND Team meetings and SLT meetings, which operate in conjunction with consultation with parents, enable us to monitor children's needs and progress on an individual basis. Many factors need to be taken into consideration: home situation, differing maturation rates for boys and girls, the nature of the child, general health, eyesight, hearing, gross and fine motor control and so on. Early identification and intervention are essential to avoid learning delay and subsequent loss of self-esteem.

Nursery and Nest Care

Children with special needs and disabilities, like all other children, are admitted to these departments after discussion with parents, the Nursery Manager, the Headmistress and the key worker. Our key worker system ensures that each adult is especially responsible for and close to a small group of children, so that each child receives plenty of adult time and attention. We work in liaison with staff outside the group, including speech therapists, health visitors, psychologists, social workers etc. in order to meet children's specific needs. Wherever possible, staff attend in-service training courses which target this area of their work.

Main School

Between Reception and Year 2, there is a vast range of achievement levels in the 3Rs, ALL of which fall into the category of what might be termed normal. Staff constantly monitor the achievements of the children and draw comparisons against the mean. There are, however, certain indications, which, if they persist, MAY indicate that a formal assessment of the child is appropriate.

The 2014 Code of Practice describes four broad areas of need:

- **Communication and Interaction:** This covers speech, language and communication needs which can range from problems speaking or problems understanding language, to children who have difficulties with social interaction including ASD (autistic spectrum disorder).
- **Cognition and Learning:** This covers both specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, as well as more general learning difficulties where children need support across the whole curriculum.
- **Sensory and Physical :** Pupils may need specialist provision due to physical disability or sensory impairment. These children may not necessarily have a learning difficulty.
- **Social Emotional and Mental Health:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways and can be the cause of a range of disturbed, withdrawn, challenging or disruptive behaviours. This category includes disorders such as Autism, ADD and ADHD (attention deficit disorder and attention deficit hyperactive disorder).

Intervention

It is the wish of the school to diagnose and apply remediation as early as possible. Teachers monitor each child giving cause for concern using the following procedures:

i. Initial Concerns

If there are concerns, children will be placed on the cause for concern list, where reading ages and test data are recorded. Discussions will take place between the SEND Co-ordinator and class teacher to establish area(s) of concern and plan in class support strategies.

ii. Watching Brief

If a class teacher is still concerned about a pupil's progress he/she should:

- Attend the SEND team meeting to share concerns.

- Check past performance by talking to relevant staff, tracking pupil progress along the Early Learning Goals, by reviewing the Foundation Stage Profiles and by monitoring progress through Main School.
- Discuss strategies to meet the child's needs within the class.
- Discuss with parents ways to support the child at home.
- Set a review date with the parents.
- At the review decide if further measures need to be taken and establish the desired outcomes of any intervention.

iii. Individual Provision / Intervention

If further intervention is needed:

- Staff will initiate a process of Assess – Plan – Do – Review.
- The SEND team may recommend a further assessment.
- Parents will be asked if they are happy for staff to assess the nature of their child's difficulties, so that they can provide appropriate help.
- Desired outcomes will be discussed with the parents and pupil.
- In consultation with parents and the SEND team, staff will initiate an intervention programme.
- Strategies to be used within the class, by Teaching Assistants and the SEND support teacher will be discussed at the SEND team meeting.
- A review date will be set to discuss progress with the parents.

FOLLOW –UP

- If there are still concerns over progress, the class teacher, parents, and SEND Co-ordinator will meet to discuss the benefits of further external assessment.
- Following the report, teachers and the SEND Co-ordinator will work with the parents to revise the desired outcomes and plan intervention strategies.
- Set a further review date with parents.
- Seek the support of outside agencies if necessary.

At Dormer we work hard to ensure that staff have constant access to support, guidance and advice. This comes largely from the members of our SEND team. This helps us to decide whether parents will need to seek a formal assessment with an educational psychologist or other specialist service.

Learning support

One to one learning support from either the SEND teaching assistant or SEND support teacher may be recommended at either the watching brief or intervention stage. Teacher-led individual learning support lessons are charged at £15 per 30 minutes or pro rata. If a lesson is shared with another child, the cost is also shared (e.g. a lesson shared with one other child is charged at £7.50 for 30 minutes or pro rata). Lessons are invoiced termly.



Progress Meetings

Our weekly Progress meetings provide a platform for staff to monitor our SEND pupils, to discuss learners on the periphery, to share areas of expertise and to provide cohesive care for our pupils. We set an agenda for our meetings for the year and also set aside time to discuss individual pupil progress or concerns.

The work of the SEND team is audited by the Senior Leadership Team on behalf of the Trustees

The Head Teacher remains responsible for annually updating and monitoring the implementation of our SEND Policy. This policy is monitored by the Head Teacher and the Trustees and will be reviewed in three years, or earlier if necessary.

Updated by: Kim McQuail SEND Co-ordinator

Date: September 2017

Reviewed by:

Date:

Ratified by the Board of Trustees:

Date: