

Dunstone Primary School Special Educational Needs or Disability and Disabilities Policy, including Disabilities Equality SPRING 2017

Principles

We believe that all pupils who attend our school should have access to a broad and balanced curriculum suitably differentiated to meet individual needs.

We seek to promote effective learning for all children in order that they make progress, realise their potential and develop a sense of self-worth.

Dunstone Primary School fully supports the principles outlined in the Special educational needs and disability code of practice: 0 to 25 years, January 2015 which incorporates a graduated approach in meeting pupils' needs.

It is our belief that the views of the child should be sought and taken into account and that parents have a vital role to play in supporting their child's education.

Rationale

As a school we believe that children have Special Educational Needs or Disability if they have a learning difficulty which calls for Special Educational Needs or Disability provision to be made for them.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

SEN Code of Practice (2015)

The school has a designated member of staff-SENCo, Mrs Laurie Archer, who in collaboration with the Headteacher and the Governing Body, is responsible for the implementation of this policy.

Role and responsibility of the SENCO

Dunstone Primary School has a co-ordinator of SEN who is responsible (in collaboration with the Headteacher and SEN Governor) for:

- Overseeing the day-to-day operation of the school's SEN Policy
- Monitor progress and attainment of SEN pupils and liaise with teachers of their provision

- Co-ordinating provision for children with SEN
- Working with the SMT to co-ordinate and manage teaching assistants
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the INSET of staff
- Liaising with external agencies including the LA's Support and Educational Psychology Services, Health and Social Services, and voluntary bodies.

At Dunstone Primary School the Special Educational Needs or Disability Co-ordinator is:

Laurie Archer

The Governor with responsibility for Special Educational Needs or Disability is:

Kay Bailey

The SENCO and SEN Governor report to the Governing Body each year.

Equalities in SEN

Dunstone Primary School creates an ethos which promotes SEN equality/develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances, it may be appropriate to treat SEN pupils differently, if that action is aimed at overcoming previous current or possible future disadvantage.

In accordance with the Equality Act we have a duty to provide auxiliary aids and services to disabled pupils. This means we provide additional support or assistance to a disabled pupil such as a piece of equipment or support from a member of staff.

Curriculum and Wider Curriculum

Progress, Attainment and Assessment

The school assessment co-ordinator, head-teacher and SENCo undertake assessment analysis on a termly basis. Any findings related to the underachievement of any gender group is highlighted and they are targeted appropriately.

Identification, Assessment, Provision and Review

Within every class there is a cycle of planning, teaching and assessing; this takes account of the wide range of abilities, aptitudes and interests that every child brings to our school. Class teachers and SENCo meet termly in SEN surgery where each child is discussed individually. The majority of children will learn and progress, but those who have difficulty in doing so, may have Special Educational Needs or a Disability.

A child has Special Educational Needs or Disability if he or she needs provision, which is additional to, or different from, the differentiated curriculum normally provided for all children.

The Code of Practice identifies four main areas of difficulty:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and / or physical

Each Class Teacher and relevant Teaching Assistants, with the support of the SENCo and Headteacher, plan the intervention programmes for children who are SEN support, statemented or have an EHCP. Through these discussions, the SENCo is able to monitor the progress made, and the needs, of the children with SEN. A record is kept of these children and their needs. SEN resources are allocated according to children's needs. Provision can be specific to a child's needs or to the curriculum.

The SENCO and SMT monitor the success made by children with SEN who access this provision.

The Graduated Approach

This is a flexible model of action and intervention in schools to help children who have SEN.

The approach recognises that there is a continuum of SEN.

Where necessary, increasing specialist expertise can be sought to address the difficulties that a child may be experiencing.

Each Class Teacher is responsible for providing a broad and balanced curriculum for all the children within their class. Teaching assistants who work 1:1 with children work in partnership with the teacher on providing a personalised curriculum.

SEN SUPPORT

When a class teacher identifies that a pupil is making little or no progress, he or she will provide support, which is additional to or different from the usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. A provision map is used to record the specific provision required for each child to access the curriculum. A child who is on a personalised curriculum or has a statement/EHCP will have an individual education plan (I.E.P) where targets are used to track progress.

When, despite sustained and intensive support, the child continues to make little or no progress, advice from external agencies is sought. Multi agency support teams work with identified pupils and teachers to develop a specialised learning strategy, linked to a specific need, which is incorporated on their provision map or I.E.P. The class teacher continues to be responsible

for the implementation of the strategies outlined in the provision map or I.E.P. The SENCO continues to oversee the planning, implementation, monitoring and reviewing of the provision maps and I.E.Ps.

EHCP

In some cases, the school will conclude, after they have taken action to meet the learning difficulties of a child, that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school.

In a very small number of cases the LA will need to make an assessment of a child's SEN Support and then consider whether or not to issue an Education Health Care Plan (EHCP).

Please refer to the SEN Code of Practice, 2015 for further guidance (section 9)

At Dunstone Primary School, the progress made by EHCP/Statemented is reviewed in detail at the "Annual Review Meeting."

Results from this meeting are recorded and sent to the LA. The LA then discuss the review and decisions are made on the future provision for each Statemented/EHCP child.

Promoting Partnerships with Parents / Carers

Dunstone Primary School actively seeks to work with parents / carers and value the contribution they make.

Parents / Carers hold key information and have a critical role to play in their children's' education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways in supporting them.

We will inform parents when we first identify that a child has SEN and parents are encouraged to express similar concerns to the school. The school will provide parents with information about our Parent Support Advisor and the Plymouth Parent Partnership Scheme.

The Parent Support Advisor is regularly available in school to provide further support to families and attend meetings with the parent as appropriate.

The school actively encourages an open dialogue with parents, both formal and informal.

The SENCO liaises with appropriate external agencies on behalf of parents of children with SEN as well as for the children.

In addition to the Plymouth Information and Advice for SEND, we may, when appropriate, inform parents about other support networks, such as the Plymouth Locality Team and the Multi Agency Support Team.

