



# SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Approved: 14 June 2023 by the Interim Executive Board  
Next review: June 2024

NB: In the context of this policy, the term headteacher refers to the executive headteacher.

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our schools will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

We aim to be a school where children are happy and achieve well. We offer to every child our three core themes:

**Excitement, Engagement and Inclusion.**

## 2. Legislation and guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- Part 3 of the **Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN and disabilities
- The **Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENDCo

The SENDCo post is held by **Miss Anne Roberts who works across all three schools in the federation.** The SENDCo will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the schools

- Have day-to-day responsibility for the delivery of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of each of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the schools keep the records of all pupils with SEN up to date.

#### 4.2 The SEN Governor

The SEN Governor is currently **Mrs Ruth Cumming**. The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the schools and update the governing board on this
- Work with the Headteacher and SENDCo to monitor the delivery of the SEN policy and provision in the three schools within the federation.

#### 4.3 The Executive Headteacher

The Executive Headteacher will:

- Work with the SENDCo and SEN Governor to determine the strategic development of the SEN policy and provision in the schools
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Adapt the curriculum to ensure access for all
- Ensuring they follow this SEN policy.

### 5. SEN provision in DVSF schools

#### 5.1 The kinds of SEN that are provided for

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, cognition and learning difficulties, epilepsy

## 5.2 Identifying pupils with SEN and assessing their needs

Our schools use a range of assessment tools to ascertain whether or not a pupil may have an extra need. This includes observations and assessments by specialist school staff, as well as class teachers. An additional need may also be identified by a partner agency such as speech therapy, occupational therapy etc., and then supported in school, where possible. We will assess each pupil's current skills and levels of attainment on entry, which will build on information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and discuss all children with the Headteacher at pupil progress meetings. We will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by

- adapting our core curriculum
- changing the curriculum, or
- something different for additional needs.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on the next steps We will formally notify parents when it is decided that a pupil will receive SEN support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Please also see our Assessment Policy which details the calendar of assessment.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and as a minimum every .....?.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for groups of pupils, and occasionally for an individual pupil.

We will also provide a range of interventions if we feel they may be appropriate. These include:

- School Start (Year R)
- Happy Hands
- Precision teaching
- Accelerate/Acceleratewrite
- 1<sup>st</sup> Class @ Number
- 1<sup>st</sup> Class @ Number 2
- Jump Ahead Attachment time
- Dyslexia Specialist Support

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, expectations and desired outcomes
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Allocation of staff

## **5.8 Additional support for learning**

Teaching assistants will support pupils on a 1:1 basis when they have an EHCP that requires it.

Teaching assistants will support pupils in small groups when they have specific needs, not requiring an EHCP.

## **5.9 Expertise and training of staff**

Our SENDCo is qualified and experienced in this role and works across the three schools in the federation.

We have a team of teaching assistants, who are trained to deliver SEN provision. We use specialist staff for dyslexia support.

## **5.10 Adapting equipment and facilities**

We are located in a purpose built premises. The vast majority of our teaching happens in classrooms that are accessible for wheel-chair users. We will always make as many adjustments as reasonably practicable, for our SEN pupils.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHCP plans

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

We aim to make sure that there are no barriers to pupils with SEN enjoying the same activities as other pupils in our schools

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **5.13 Support for improving emotional and social development**

We put in extra pastoral support arrangements for listening to the views of pupils with SEN if required, and measures to prevent bullying are reviewed regularly.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of their school council, school teams, buddy systems and eco council
- We have a zero tolerance approach to bullying.

## **5.14 Working with other agencies**

Our schools involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. We always send parents the relevant forms for permission before we work with external agencies.

We work with the following agencies to provide support for pupils with SEN:

- The NHS including Speech and Language Therapy Service, Occupational Therapy and CAMHS
- The Learning and Behaviour Support Service
- Autism and Social communication Advisory Teacher
- Educational Psychology.

## **5.15 Complaints about SEN provision**

We aim to work closely with all our families. Please come and see us with any concerns you may have: we want to work with you to do the best for the children.

Complaints about SEN provision in our schools should be made to the class teacher in the first instance. If not resolved, parents will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.16 Contact details of support services for parents of pupils with SEN**

The contact details for a full range of support services are available from the SENDCo.

## **5.17 Contact details for raising concerns**

Please see your child's teacher in the first instance if you have concerns. After that, a further meeting can be arranged with the SENDCo.

### 5.18 The local authority local offer

Our contribution to the local offer is available on our website. Our local authority's local offer is published here: SENDIAS <https://westsussex.local-offer.org/services/7> and by phone on 03302 228 555

### 6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher, the SENDCo and the SEN Governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Assessment Policy