

## Ravensworth CE Primary School

# Special Educational Needs and Disabilities (DSEN) Policy

**Agreed by Governors September 2016**

**Review date September 2017**

**This policy is in line with the final draft Code of Practice which will be ratified by Parliament for use from September 2014**

### **Abbreviations used:**

<b>ASCOSS</b>	<b>Autism Outreach Support Service</b>
<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</b>
<b>DSEN</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>TA</b>	<b>Teaching Assistant</b>

“All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training” (6.1 final draft CoP)

This statement mirrors the central element of our Values statement – Excellence for All. It is crucial to our ethos and ideology that all pupils are given a chance to excel, in spite of the barriers to their learning.

### Objectives of the policy

- To demonstrate how our school's values will be 'lived out' in terms of providing every opportunity for children to succeed
- There may be many reasons why children struggle in school, including:
  - o Disadvantaged backgrounds
  - o Disrupted home life
  - o Rural deprivation
  - o Special Educational Needs
- Our school's vision statement is based on three key elements, which are supported by this policy:
  - o Christian Values – we believe every pupil is a child of God and deserves to be treated with respect and love in light of this
  - o Flourishing as Individuals – pupils (especially those with DSEN) may feel disadvantaged or lack confidence. This policy seeks to show how excellent provision can help them to flourish and bring forth their gifts and talents
  - o Academic Aspiration – **vital** to our vision for the school is to maintain an aspirational attitude for every pupil. Never is this more important than when considering children with DSEN or who may be disadvantaged. This policy sets out ways in which we provide support to enable children to meet the aspirational targets which we set for them.

### Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with DSEN
- DSEN and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the DSEN policy

### Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age

- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010. Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

## Procedures

The Executive Headteacher has the overall responsibility for the provision and progress of learners with DSEN. Responsibility for coordination of Inclusion and DSEN provision is as follows:

- Mrs Stevenson is the SENCo (Special Educational Needs Co-ordinator) and is supported in this role by Miss Crisp.
- The SENCo co-ordinates the provision for pupils with DSEN, including checking that provision maps are up to date, that specialist support is sought out, and that interventions are followed through.
- Children are moved on and off the DSEN register as they make progress. It is our objective to ensure that pupils are not 'labelled', and that support is put in place to help pupils which allows them to catch up. However, the school also notes that some pupils will have needs which will continue to need special provision and these children may need to remain on the register throughout their school careers.
- The DSEN Governor and School Improvement Committee will have regular oversight of the progress of pupils (anonymised) with DSEN. The DSEN Governor may also be directly involved in supporting meetings or working alongside parents if required and if this is in the best interest of the child.
- Individual Class Teachers have direct responsibility for the progress of the children in their care, including those with DSEN. Quality First Teaching is at the heart of this approach, which focusses on the delivery of outstanding classroom practice to support *all* children, regardless of disability, disadvantage or need. Teachers are held to account for the progress of vulnerable groups, including DSEN, as part of their appraisal process. CPD is also offered (including discussions with specialists, remote support, attending courses, direction to research etc.) to support teaching staff in providing for pupils with DSEN.

## Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are drawn up so that staff, pupils and parents know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for pupils with DSEN is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents

- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the Local Authority's local offer to inform the school offer. This is published on the school website as part of the Governors' DSEN information report\*.

### **Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may also be allocated a key worker
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional needs
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014

### **Monitoring and evaluating performance**

Monitoring and evaluating the progress of pupils with DSEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns (e.g. Pupil Premium Allocation, DSEN spending returns (from 2015))
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, SIA, DSEN Governor
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

### **The governing board evaluate the work of the school by:**

- Appointing a DSEN Governor who is a champion for pupils with DSEN
- Monitoring data with respect to vulnerable groups delegated to the School Improvement Committee
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on DSEN
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to DSEN
- Holding the school to account for its use of DSEN funding

Formulated.....

Approved by Governors.....

Review date.....

\*The SEN information report

6.79 The Governing Bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing board's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.

## Appendix

### DSEN Policy into Practice Document

Observation	Action	Who
Concern about an area of pupil's early development or pupil's progress.	Complete "At A Glance" document. Share with parent / carer. Inform SENCo. Monitor for half a term. Evaluate outcome.	Class Teacher Class Teacher Class Teacher Class Teacher Class Teacher
DSEN Support felt to be needed.	Discuss with SENCo.	Class Teacher
DSEN Support Registration to be made.	Discuss with SENCo. Seek consent from parent / carer. Complete DSEN Support Registration and copy to SENCo. Initiate Individual Provision Map. Add pupil to DSEN Support Register.	Class Teacher Class Teacher Class Teacher  Class Teacher SENCO
Individual Provision Map (IPM) to be completed and reviewed termly.	Seek pupil voice. Share with parent and seek their views. Set a target for a term with pupil and parent. Begin the 4 part support process and review after a term.  Copy of IPMs to be given to parent and SENCo.	Class Teacher Class Teacher Class Teacher Class Teacher with SENCO, if necessary. Class Teacher
Concern about a lack of progress in spite of targeted DSEN Support.	Discuss with SENCo. Adjust provision or consider referral to another agency. Seek parental consent for referral to external agency. Contact external agency and complete referral. Initiate Pupil Inclusion Passport.	Class Teacher CT & SENCo SENCo SENCo CT & SENCo
Assessment of pupil's needs is required in greater depth.	Complete CANDo Assessment.	SENCo, CT, parents and any agencies involved.
Concern that the school's resources are insufficient to meet the pupil's needs.	Consider making a Request for an EHC Plan.	SENCo, together with parents and all agencies involved.
Pupil's disability requires individual consideration to ensure safe access to any environment accessed whilst attending school.	Undertake and record a risk assessment and create a management strategy.	Class Teacher, in collaboration with parents and, if required, SENCO.
Concern that a pupil's social, emotional and mental health needs are resulting in challenging behaviour on a regular basis.	Undertake and record a risk assessment and create a management strategy.	SENCo in collaboration with staff and parents.
Pupil is deemed not to require any further SEN Support.	Discuss with SENCo and parent. Complete 'Closure of DSEN Support Record'.	Class Teacher Class Teacher