



SEND Policy

Approved by:	Local Governing Body
Date:	28.02.24
Minute no:	Out of committee
Version:	v2.2
Review cycle:	Annual
Publication:	Public

[illegible]

Contents

1. Introduction
2. Admission arrangements and provision
3. School responsibilities
4. Inclusion
5. Transition arrangements
6. Identification, Assessment, Monitoring and Review
7. My SEND Learning Programmes
8. Parents as partners
9. Thrive
10. Family Liaison Officer
11. CDP for staff
12. Outside agencies
13. Objectives for development and prioritisation
14. Dovedale Primary School – SEND and Cultural Capital
15. Monitoring and review

Appendices

Appendix 1 – SEND Intent, Implementation and Impact Statement

1. Introduction

Staff at Dovedale Primary School believe strongly in providing a caring, positive, safe and stimulating environment that promotes the social, moral and physical development of every child. We recognise that the welfare of the child is paramount and recognise that all children, regardless of religious belief, disability, gender and racial heritage should be protected from all types of harm and abuse. We will endeavour to safeguard children by ensuring that all adults who work with children and young people with SEND are aware of the additional needs children may have which could mean they are more vulnerable to abuse and are possibly less able to speak out if something isn't right. Some children may be vulnerable because they:

- have additional communication needs

- they do not understand that what is happening to them is abuse • need intimate care or are isolated from others
- are dependent on adults for care.

All teachers have the responsibility for meeting the needs of children with Special Needs by differentiating the curriculum and targeting the child's specific difficulties. It is necessary for staff to liaise with and support each other and review and evaluate with parents.

The staff and governors of Dovedale Primary School believe that children with Special Needs require access to a broad and balanced curriculum. In line with recent COVID-19 guidelines, all children with special needs children will continue to be fully integrated within mainstream classes. Where professionals and visitors from outside agencies are required to come into school to support, work with or observe the children we will ensure that they are fully aware of, and follow our COVID-19 risk assessment.

The school recognises that at any time in a child's school life, he/she may need additional individual monitoring or support. This includes both the less able and the exceptionally able.

The role of the Special Educational Needs & Disabilities (SEND) Co-ordinator, staff and governors.

The Special Needs Co-ordinator is responsible for:

- the day-to-day implementation of the school's Special Needs Policy
- liaising with and advising fellow teachers and Education Care Officers
- co-ordinating provision for children with special needs
- maintaining the Special Needs Register
- liaising with external agencies to gain advice on children with special needs
- seek external support and advice where necessary.

The Special Educational Needs & Disabilities (SEND) link governor will liaise with the Special Needs Coordinator (Jo Martin), who will provide the governing body with regular reports and updates.

The headteacher, assistant headteacher or SENDCO will attend some multi-agency meetings, monitor correspondence from the school and be made aware of visitors coming into school e.g. advisory teachers, physiotherapists etc.

2. Admission arrangements and provision.

Admission arrangements for Children with Special Educational Needs & Disabilities do not differ from those of any other children. In the event of oversubscription, all children would be admitted according to

the school's admissions policy. This policy acknowledges that all children with Special Educational Needs & Disabilities have the right to be educated in mainstream school, with regard to the Code of Practice.

All the children will be integrated into mainstream classes. We have some provision for small group withdrawal with a teaching assistant and support within the classroom setting. These children would work on an Individual Programme provided by the class teacher and/or Special Educational Needs & Disabilities Co-ordinator, where suitable teaching assistants will also be involved in writing these programmes. Pupils with an Education Health Care Plan or Inclusion funding are allocated support via their own plans and additional funding.

The school has two disabled toilets, ramps and wheelchair access to all classrooms, the hall and other buildings making the building accessible for everyone.

3. School responsibilities.

All children in the school will have access to the National Curriculum, at their own level. In class, children may be given individual work to suit their ability, or they may work in ability groups.

Children on the Special Educational Needs & Disabilities Register will follow Individual Programmes to address specific targeted problem areas.

All children with special needs will have differentiated work in some or all areas of the curriculum depending on their own needs.

Care will be taken to ensure that all children, who are withdrawn from class for a short time, will not be deprived of their curriculum entitlement and that the times they are withdrawn are varied to ensure the same lesson is not consistently missed.

The school's budget is allocated according to priorities identified within the School Development Plan. In allocating funds for Special Educational Needs & Disabilities provision the ~~governors~~ the headteacher will be mindful of:

- The amount of money allocated by Derbyshire County Council for children with additional needs through an EHCP and Inclusion Support Funding.
- The individual needs of children on the Special Educational Needs & Disabilities Register, including those with significant medical needs.

4. Inclusion

Children with Special Educational Needs & Disabilities are integrated into mainstream classes and included in all the activities arranged by the school, providing that it is practicable for the pupil concerned and

compatible with the efficient education of other pupils. The governing body will ensure that appropriate provision is made for all pupils with Special Educational Needs & Disabilities.

5. Transition Arrangements

The school liaises with local nurseries and pre-school providers and opportunities are available for Early Years Teachers to visit these providers. Parents are encouraged to pass on all information to the school. The children visit several times before they begin and parents meet with the Headteacher, SENDCO and class teacher. Parents of children with Special Educational Needs & Disabilities meet with the SENDCO and class teacher before their child starts school. Other professionals involved with individual children are invited into school to share relevant information.

The school has a full and planned liaison programme with The Long Eaton School, Friesland School and Wilsthorpe School, which includes visits to the school and visits from the Head of Learning Support plus members of the team. Similar arrangements can be made, where necessary, for children transferring to other secondary schools. Children who have specific needs are invited to attend nurture group during the second part of the summer term.

If children change schools during the primary phase, full Special Educational Needs & Disabilities Records will be sent, with the rest of the school records, to their new schools.

6. Identification, Assessment, Monitoring and Review.

The school has adopted a whole-school approach to Special Educational Needs policy and practise. Pupils are identified from the school's criteria for placing pupils on the Special needs Register.

All teaching staff and teaching assistants continue to receive training in the provisions of the SEND Code of Practice and this training will be kept up to date and provided for new staff.

Assessment and reviews will be carried out every two Derbyshire terms in accordance with the school's assessment policy. Teacher observation and assessment, class screening and monitoring, parental concerns and where applicable, diagnostic testing is taken into account.

If a concern is expressed about a child's progress by a parent or teacher, the stages of the Special Educational Needs Code of Practice will be followed. After consultation between the class teacher, parents and the Special Educational Needs & Disabilities Co-ordinator, the child will be placed upon the Special Educational Needs & Disabilities Register and a date will be set for a review. The views of the parents and pupil will be gathered and the expertise of other professionals will be accessed when required. Progress will continue to be monitored by the Special Educational Needs & Disabilities Co-ordinator and class teacher. Individual Plans are kept by the class teacher as a working document. All teachers keep a Special Educational Needs & Disabilities File containing current Individual Plans assessments, letters, reports and documents. These are shared with all relevant adults supporting and

working with the child. All documents are stored and retained in accordance with our data protection policy and current data protection legislation.

7. My SEND Learning Programmes.

My SEND Learning Programmes will be drawn up by the class teacher and for all children on the Special Educational Needs & Disabilities Register and monitored by the SENDCO. Teachers will need to use teaching approaches appropriate to different learning styles but all targets must be 'SMART' (Specific, Measurable, Achievable, Realistic, Time-bound). Children on the SEND register at Graduated Response 1 or 2 or have either an Education Health Care Plan, GRIPS funding, ETAYS or TAPS along with any other form of top-up funding, will have targets that are specific to them. These will need to be reviewed and submitted to the authority as a way of reviewing progress and seeking further funding on an annual basis.

Some children may have a My SEND Learning Programme targeted at managing emotions and behaviour, so that they can take part in learning effectively and safely. All My SEND Learning Programmes will be reviewed at the end of every half term or sooner if needed. Parents and children will be involved with reviewing them and setting new targets on a termly basis. This will be done through a pre-arranged appointment.

The My SEND Learning Programme is set by Derbyshire and has been specifically adapted to meet the needs of our school and the ONE Academy Trust. Staff are responsible for ensuring this is kept up to date on a half termly basis and where changes are made these are shared with parents at the end of each main term.

My SEND Learning Programmes are collected in and monitored by the headteacher and SENDCO on a termly basis to ensure consistency across the school.

8. Parents as Partners

At this school all parents are welcome at all times to discuss their child's progress. Parents will be consulted before children are placed on the Register and at each subsequent review. Much of this liaison is carried out at Parents Evenings.

The initial concern about a child's progress is often voiced by a parent, who should first contact the class teacher. He/she will then liaise with the Special Educational Needs & Disabilities Co-ordinator and together they will decide whether to register the child and at what stage. Wherever possible parents are encouraged to share in, and support their child's learning.

Where children are placed on the SEND register at Graduated Response 2, outside agents such as Educational Psychologists, Advisory Teachers, Speech Therapists, will be involved with supporting the child's education and individual needs. Such professionals will liaise with parents themselves through the school.

The school will support parents through the SEND Code of Practice, 2015 and keep them informed of their rights and responsibilities. The school's SEND information report, which is available on the school's website, gives parents further information on their rights and how we, as a school strive to meet the needs of all the children within our setting.

9. Thrive.

The 'Thrive' approach draws on insight to provide a powerful way of working with children and young people that supports optimal social and emotional development to children who struggle to regulate these skills.

The 'Thrive' approach works in a targeted way with children who need support to help them re-engage with life and learning through a specific one to one programme. Miss Martin and Mrs Mather are 'Thrive' practitioners and will support children where needed.

We are also developing our own nurture programme for both children in key stage one and key stage two who need small group work to develop their skills on friendships and emotions.

Miss Martin and Mrs Mather are trained to run six-week courses on 'Family Thrive' which teaches adults living and supporting within the family unit, a background into the 'Thrive' approach and how this can be implemented into family life.

10. Family Liaison Officer

As part of the ONE Academy Trust we also have a Family Liaison Office (FLO) – Miss Martin. Miss Martin is available in school every Monday but is contactable by phone or email at any time during the working week.

Miss Martin is available to offer support in the following ways:

- A listening ear and offer support, advice and guidance to parents/carers and families around specific issues you may be struggling and faced with at home including:
- Being worried about your child's behaviours.
- Being worried about your child's emotional health.
- Being worried about your child socially
- Support around implementing routines in the home.
- Support around managing children's behaviour/.
- Support around adjusting to any changes within the family home.
- Support and sign post to more specific and targeted services in the local community including health, housing, and other social issues.

In addition, Miss Martin can support families on a more targeted level by offering packages of support through home visiting and can work with you in overcoming any difficulties you may be facing.

11. CDP for Staff.

Opportunities are taken, where appropriate for the SENDCO to attend courses, relevant to the school development of Special Educational Needs & Disabilities provision. The knowledge and information gained are fed back to staff via staff meetings and INSET days. The provision and progression of Special Educational Needs & Disabilities is an integral part of the School Improvement Plan. Any CPD (Continuous Professional Development) attended by staff will be shared and disseminated to ensure best practice is being delivered.

12. Outside Agencies.

The school SENDCO has regular contact with outside agencies to ensure we are keeping up to speed with training and both local and national expectations. The **Dovedale Primary School – SEND and Cultural Capital**.

Ofsted defines cultural capital as...

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.

Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

At Dovedale Primary school we are passionate and committed to providing all the children at our school with outstanding learning and cultural capital opportunities.

We aim to provide these through our curriculum as well as enrichment opportunities throughout the school year. All children regardless of their individual needs will be encouraged to take part to the best of their ability.

Cultural capital is the accumulation of knowledge, behaviours, and skills that pupils can draw upon and which demonstrate their cultural awareness, knowledge, and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career, and the world of work, by including all our children, regardless of any disability we are broadening the importance of inclusiveness of everyone to all our children.

Cultural capital helps pupils to achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

Cultural capital is having assets that give pupils the desire to aspire and achieve social mobility whatever their starting point or individual needs.

meets regularly with staff from the SSSEN support service, CAMHS, speech and language and educational psychology to discuss the needs of children with SEND (including children we as a school may have concerns over), to discuss how they and we, as a school, can best support these children.

13. Objectives for development and prioritisation

The Special Educational Needs & Disabilities Co-ordinator will continue to:

- Update and evaluate the policy according to the provisions of the SEND Code of Practice and subsequent legislation
- Liaise with class teachers in order to develop effective Individual Plans
- Report to the governors' meetings to inform them of any changes and progress throughout the year.
- Attend SENDCO cluster meetings as part of the ONE Academy Trust to ensure that all schools in the trust are in line with each other but adaptations will be made so the needs of individual schools are met.
- Keep the school information report up to date and in line with national and local expectations.

14. Dovedale Primary School – SEND and Cultural Capital.

Ofsted state:

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.

Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

At Dovedale Primary school we are passionate and committed to providing all the children at our school with outstanding learning and cultural capital opportunities.

We aim to provide these through our curriculum as well as enrichment opportunities throughout the school year. All children regardless of their individual needs will be encouraged to take part to the best of their ability.

Cultural capital is the accumulation of knowledge, behaviours, and skills that pupils can draw upon and which demonstrate their cultural awareness, knowledge, and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career, and the world of work, by including all our children, regardless of any disability we are broadening the importance of inclusiveness of everyone to all our children.

Cultural capital helps pupils to achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

Cultural capital is having assets that give pupils the desire to aspire and achieve social mobility whatever their starting point or individual needs.

15. Monitoring and review

The governors of the school will evaluate and review, the Special Educational Needs & Disabilities Policy, along with the SEND information report on an annual basis. At every review, the policy will be approved by the governing board.

The Special Educational Needs & Disabilities link governor is responsible for implementing, monitoring and reviewing the school's policy and working with the Special Educational Needs & Disabilities Coordinator to ensure that the needs of all children identified as having Special Educational Needs & Disabilities are met.

SEND Intent, Implementation and Impact Statement.

Intent	Implementation	Impact
At Dovedale Primary School, our intention for Special Educational Needs and Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Through our high-quality planning, teaching and provision we: • Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised. • Ensure that all children have access to a broad and balanced curriculum that is differentiated to enable children to understand the relevance and purpose of learning. • Provide an accessible learning environment that is tailored to the individual needs of all pupils. • Develop children's independence and life skills • Regularly monitor the progress of children with SEND, using a child-centred approach. • Provide good quality and relevant training for all staff members supporting children with SEND. • Work in partnership with parents and carers. • Work closely with external agencies, other professionals to hone and develop our provision for children with SEND.	At Dovedale Primary, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between the Senior Leadership Team (SLT), teachers, teaching assistants, external agencies, parents and most importantly, the children. At Dovedale, pupils with SEND will: • Be included in all aspects of the school day • Be provided with 'quality first' teaching, differentiated to their needs. • Be respected and their contributions valued and acknowledged Pupils with SEND may: • Have specific 1:1 or small group interventions to support their phonics, maths or English learning. • Take part in social and emotional support through 'Thrive' or 'Wellbeing Wednesday'. • Have additional support from our Family Support worker. • Receive additional support with their speech and language development from a teaching assistant. • Work alongside external agencies such as an Educational Psychologist, SSSEN, Speech and Language Therapist, Occupational Therapist or the Hearing-Impaired Team	As a result of the our intent and implementation, children at Dovedale: • Feel happy, safe and respected. • Behaviour is exemplary and diversity is celebrated. • Children demonstrate high levels of engagement in activities, • developing their speaking, listening and social skills. • Children with SEND make good progress from their starting points due to the use of resources and small group interventions • which meets the needs of the pupils • When leaving Dovedale children with SEND have developed good independence and life skills.

