



St Andrew's CE Primary School, Yetminster

Special Educational Needs and Disability Policy

St Andrew's CE VC Primary School is a Rights Respecting School. We work together to learn about and respect children's rights both locally and globally.

'Article 3: Everyone who works with children should always do what is best for each child'

'Article 19: You should not be harmed and should be looked after and kept safe'

'Article 29: Your right to become the best that you can be.'

This policy reflects the following policy: 'Article 13: Your right to have information.'

INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEN Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- They have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- They require special educational provision to be made for them.

There are four main areas of SEN

- Communication and interaction needs
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEN and disability can be found on Dorset's Local Offer.

ROLES AND RESPONSIBILITIES



The governing body ensures that the school meets the duties as set out in the *Special Educational Needs and Disability Code of Practice: 0-25 years*. The Governor with oversight of the arrangements for SEN and disability at our school is: Mr Steve Crumpler. He can be contacted via the School office email : office@yetminster.dorset.sch.uk or the school phone number: 01935 872430

Our Headteacher, Mrs Julie Simpson, has overall responsibility for SEN and disability at our school. Her duties towards pupils with SEN and disability include:

- The daily management of all aspects of the school's work, including provision for SEN children
- Working closely with the SENCO
- Keeping the governing body fully informed about SEN and disabilities
- Ensuring that the School Improvement plan include a SEN priority
- Ensuring SEN features on key meeting agendas
- Ensuring all pupils on the SEN Record make progress
- Checking the quality of teaching and learning.

Our Special Educational Needs Coordinator (SENCO) is Miss Alex Halsey. Her day to day role includes:

- Keeping an updated register of pupils with SEN which is discussed with Head teacher and SEN governor
- Liaising with teachers and relevant support staff when writing Support Plans and assessing pupil's progress.
- Monitoring and evaluating SEN provision and reporting to Head teacher and SEN governor
- Ensuring that appropriate records are kept – paper and computer based
- Involving Parents and keeping them informed of their child's progress
- Liaising with other schools to ensure smooth transition and continued SEN support for pupils if required
- Effectively managing resources – purchasing and organising resources, communicating and supporting support staff and class teachers
- Liaising with the Head teacher and the SEN governor
- Liaising with outside agencies and making referrals as necessary
- Organising reviews for children with an Education Health Care Plan
- Keeping up to date with SEN legislation and Practice by attending termly inclusion meetings and relaying relevant information to all staff.



Parents can contact our SENCO by using the email: ahalsey@yetminster.dorset.sch.uk or by telephone: 01935 872430

The SENCO is a member of the Senior Leadership Team

CONSULTATION

This policy was developed in consultation with:

- Governors
- All school staff

VISION AND AIMS

St Andrew's is a Right Respecting School. We work together to learn about and respect children's rights both locally and globally. Our SEND policy reflects the following articles:

- Article 3: Everyone who works with children should always do what is best for each child
- Article 23: Your right to special care and support if you are disabled
- Article 28: Your right to learn and to go to school
- Article 29: Your right to become the best that you can be.

St Andrew's has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We are committed to offering an inclusive curriculum to ensure the best progress of all of our pupils, whatever their needs or abilities. Our school will:

- Create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- Identify at an early age, individuals who need extra help and support.
- Enable each child to take part and contribute fully to school life.
- Help all children to develop self-esteem as individuals.
- Provide access to and progression within the curriculum.
- Involve children in planning to address and monitor their special educational needs and or disability.
- Work in partnership with parents to support children's learning and health needs.



- Provide quality training for staff that that help them to support children with special educational needs and disability.

OBJECTIVES

St Andrew's will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- Identify all pupils who have SEN and disabilities at an early stage.
- Ensure that pupils with SEN and disabilities have their needs met and that they make progress
- Work in line with the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015)
- Provide support and advice to all staff who work with pupils with SEN and disabilities
- Operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role.
- Ensure that all pupils with SEN and disabilities join in with all the activities of the school alongside their peers
- Adopt a 'person centred approach' to supporting pupils with SEN and disabilities, ensuring that pupils and parents are fully involved in decisions which affect them.
- Ensure there is effective partnership working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

St Andrew's uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- Providing teaching that is of a high quality
- Regularly assessing our pupils' progress and targeting area of difficulty
- Adjusting work for pupils who need this.



As necessary, we also:

- Observe pupils over a period of time
- Listen to concerns raised by parent(s), teachers
- Look at progress against the Early Learning Goals in the Foundation Stage
- Look at progress against English and Maths objectives
- Look at results from SATS (Year 2)

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. To do this we will:

- Liaise with external agencies e.g speech and language
- Undertake specific standardised assessments

This is a process involving the class teacher, SENCO, parents and the pupil.

If it is decided that a pupil has SEN and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEN record under the category of SEN Support. Parents will be informed when this happens. The provision at SEN support will be individual to each child, according to their SEN but it could include:

- A special learning programme
- Extra help from a teacher or a teaching assistant
- Working in a small group or help to take part in class activities

We will involve parents in decisions about the support to be provided for their child by:

- Inviting parents for a meeting to discuss the support the school will provide and how they can best support their child at home
- recording their views and their child's views on a more formal support plan and provision map.
- Providing clear long term and short term targets
- Reviewing these targets termly and adapting as necessary.

St Andrew's will support pupils with SEN at SEN Support. However, some pupils with more severe, complex and long term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEN support. If we feel this is the case, we will discuss this with parents. Parents can also contact the SENCO if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care(EHC) needs assessment. St Andrew's will work with parents and other services to request and EHC needs assessment where it is felt this will be beneficial.



Further details about the assessment process and EHC Plans can be found on Dorset's Local Offer.

Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEN) and bereavement. These needs will be addressed appropriately using other processes or strategies.

SUPPORTING PUPILS WITH SEN AND DISABILITIES

At St Andrew's we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess- as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents; and other professionals as we do so. The child's progress is continually monitored and reviewed by the class teacher and if necessary the SENCO
2. Plan – the information gathered during the assess part will enable us to look carefully at the type of support the pupil needs. Targets will be set during this time and appropriate provision put in place. The Parents and pupil will be involved in this process and parents will be given a written Support Plan detailing the targets and support. A review date will be agreed.
3. Do – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved.
4. Review- everyone, including the pupil and their parents will decide how effective the support has been. We will decide whether the pupil needs to stay on the SEN record and continue the support or whether the support needs to be intensified or whether the pupil can be removed from the SEN record.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech and Language Therapy, Specialist Teaching and Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this.



Annual Reviews at St Andrew's are person centred and focus on the pupil's progress. They also:

- Consider whether the outcomes in the EHC Plan are still appropriate
- Review the special educational provision in place
- Review any health or social care provision currently in place
- Consider whether the EHC plan is still needed

For pupils in Year 9 and above, there is a specific focus on preparing for adulthood. This includes thinking about:

- Further or higher education (e.g college, an apprenticeship or university)
- Employment
- Independent living
- Participating in society
- Being as healthy as possible in adult life

A report of the meeting is sent to the Local Authority

Further detail about Annual Reviews can be found on Dorset's Local Offer

COMING OFF THE SEN RECORD

A pupil will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully.

However, they will continue to be monitored in case any issues arise

Some pupils may dip in and out of SEN Support and parents will be consulted at each Stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer Requires the special educational provision within it, we will continue to monitor the pupil Progress using the school's tracking systems.

TRANSITION ARRANGEMENTS

St Andrew's is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through the year groups and when transferring to their next school.

St Andrew's is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these



arrangements with parents / carers and agree the information that should be passed to the next phase of education.

How will the school prepare and support my child to join school?

At St Andrew's, we ensure that your child is fully prepared to join our school through a careful, well thought transition plan. We have strong links with Lower Covey Nursery School. To ensure a smooth transition we will:

- Visit your child in the pre-school setting. If we are unable to do this, we will make sure that we speak to your child's key worker to gain as much information as possible to support the transition.
- Use paperwork sent from pre-schools/ nurseries such as your child's learning journey and any medical/ SEN information.
- Hold a number of visits during the summer term before your child starts school. These are opportunities for you to find out about our school in greater depth and to meet the class teacher. They will also allow time for your child to explore and feel comfortable in the classroom and school environment and get to know key adults.

Sharing of information is encouraged between settings and if necessary additional meetings can be arranged at this stage to alleviate any concerns which you may have

How will transitions be managed between different classes at St Andrew's.

Towards the end of the summer term, when the class structure has been confirmed, all the children will spend a session with their new class teacher, getting to know each other and gaining familiarity with the new environment.

During the latter part of the summer term, teachers will talk to each other about each member of the class and pass on important information.

How will the school prepare and support my child to transfer to a new setting / secondary school?

We work hard to ensure transition to a new school is as seamless as possible and is an exciting experience for the children. Transition to a new school is often a worrying time and even more so if your child has SEN. We do our best to ensure:

- Your child is offered extra transition opportunities, should this be required.
- Meet with the SENCO of the secondary school to share information
- Contact agency support (if necessary) to become involved with the transition
- Provide opportunities for the Parents and SENCO of the secondary school (if necessary) to discuss issues surrounding transition.



TRAINING AND RESOURCES

St Andrew's aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities.

Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities. The SENCO will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals

The SENCO attends meetings with other SENCOs from the area each term, to share expertise, feeding back to staff.

The SENCO attends inclusion meetings each term to keep informed of local and National changes and feeds back this information to staff.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to GDPR.

All paper records will be held in line with the school's policy/protocol on security of information.

LINKS TO OTHER INFORMATION

This policy closely links with other policies, plans and information produced by St Andrew's and these are outlined below.

Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled pupils
- b) improve the physical environment of the school to increase access for our disabled pupils and
- c) make written information more accessible to our disabled pupils by providing information in a range of different ways.

St Andrew's publishes its Accessibility Plan on the school website; this information can be found at: www.standrewsyetminster.dorset.sch.uk

Supporting pupils with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, *Supporting pupils at school with medical conditions* (Dec 2015). St Andrew's makes suitable



arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting pupils with medical conditions' policy can be found on St Andrew's website

SEN Information Report and Local Offer

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEN and disabilities at St Andrew's. You can find all this information on the school website.

Information about our school can also be found on our record on the Family Information Directory, parts of Dorset County Council's website.

Further information about the service available to all children and young people in Dorset with SEN and disabilities and their families can be found on Dorset's Local Offer

Links to other policies:

- Supporting children at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Safeguarding
- Anti bullying
- Complaints policy

These can all be found on St Andrew's website.

MONITORING AND EVALUATION

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities. This policy will therefore be kept under regular review but it will be fully updated every three years.

We will evaluate the success of our policy through

- Feedback from our pupils, parents, and professionals working within the school
- Analysis of lesson planning and delivery to cater for pupils with SEN or disabilities



- Success towards outcomes on Support Plans or EHC Plans shared with Parents at termly meetings
- Progress data, including using the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- External evaluations or inspections

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussions and early action. If at any point a parent has concerns about how their child's needs are being met, they should contact their child's class teacher. However, if a parent feels their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak to the SENCO

St Andrew's publishes its Complaints Policy on the school website; this information can be found at: www.standrewsyetminster.dorset.sch.uk