

## **Dovecote Additional Needs and Disability Policy**

**Adopted: September 2014 Reviewed: Jan 2021**

**Next Full Review: Autumn 2021**

Dovecote Primary School is a large mainstream primary school within the city of Nottingham. We are committed to providing a high quality education for all of the children in our school. We believe that all children are entitled to have access to a broad and balanced curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion whilst ensuring individual needs are met.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development, or may relate to factors in their environment, including the learning environment they experience at school.

At Dovecote Primary School we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve to his or her full potential.

### **Mission Statement**

**By believing in ourselves and working together we will strive to reach our full potential in body, mind, heart and spirit.**

<i><b>Security</b></i>	<i><b>Challenge</b></i>	<i><b>Inspiration</b></i>	<i><b>Respect</b></i>	<i><b>Enjoyment</b></i>
<i><b>Global awareness</b></i>	<i><b>Sustainability</b></i>	<i><b>Technology</b></i>	<i><b>Responsibility</b></i>	<i><b>Exploration</b></i>
<i><b>Achievement</b></i>	<i><b>Creativity</b></i>	<i><b>Self – esteem</b></i>	<i><b>Being contemporary</b></i>	<i><b>Aspiration</b></i>

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.



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Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy explains how Dovecote Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements from The Children and Families Act 2014, Equality Act 2010 and SEND Code of Practice 2014.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

## **Aims and Objectives**

The aims of this policy are:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity to eliminate prejudice and discrimination against children with special educational needs.
- To ensure that pupils with SEN are perceived and treated positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that the special educational/ additional needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational/ additional needs
- To enable all children to have full access to all elements of the school curriculum
- To provide appropriate provision wherever possible to enable children to fulfil their potential.
- To regularly review and evaluate children's progress in partnership with parents and children.

## **Inclusion Statement**

All pupils at Dovecote Primary School are equally valued and regarded as 'special'. We therefore use the term Additional Need for those children who have different educational or behavioural needs, require different strategies for learning and need a range of different teaching and learning approaches. Dovecote Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all children;
- Systems for early intervention of barriers to learning and participation;
- High expectations and suitable targets for all.

## **Responsibility for the coordination of SEN provision**

### **The Role of the Leader of Additional Needs**

The Leader of Additional Needs at Dovecote Primary School is Miss R. Glover

Her responsibilities include;

- Monitor progress of all specified groups and take appropriate action to tackle underperformance while ensuring good practice across school.
- Monitor and evaluate class provision maps including use of R2i.
- Implement and support the use of R2i as an early intervention for children.
- Overviews the records of all children with special educational/ additional needs;
- Completes the documentation required by outside agencies and the LA;
- Completes the Higher Level Needs (HLN) process to access funding;
- Help maintain a register of SEN;
- Work with the head teacher, governors and the SBM to establish priorities for expenditure for all areas of inclusion and ensure the effectiveness of spending and the use of resources.
- Manage the work of identified support staff ensuring they are effectively deployed and that learners with additional needs are effectively supported.
- Ensure all statutory requirements are met regarding equality and disability including appropriate school policies.
- Ensure all staff recognise and fulfil their statutory responsibilities to pupils with SEN.
- Complete an audit of provision, drop in observations and work analysis as part of the school Self Evaluation Week, alongside other members of the SLT.
- Provide appropriate CPD support and advice for all staff.
- To line manage support staff who are working directly with SEND children.
- Liaise with other schools to ensure continuity of support and provision when transferring pupils with SEND.
- Liaise with members of the family SEND team and LA.
- Co-ordinate and attend annual reviews and keep parent's informed of their child's progress.
- Chairs multi agency meetings
- Attends Networks;
- Attends family/Pre school meetings
- Report on additional needs to SLT and governors
- Act as a Designated Safeguarding Lead with responsibility for safeguarding. Ensuring own and staff training is current and relevant. Receiving and acting upon concern forms. Liaising with Social Services and other appropriate outside agencies.
- Report on safeguarding to SLT and governors



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### **Head Teacher**

- To ensure that the policy is implemented.
- To support the SENDCo and SEND governor in their responsibilities.
- To liaise with parents, pupils and outside agencies in conjunction with the SENDCo when necessary.

### **The Governing Body**

- To secure the necessary provision for any pupil identified as having Special Educational/ Additional Needs.
- To ensure that all teachers are aware of the importance of identifying, and providing for, all children.
- To ensure that parents are notified of a decision by the school that Special Educational/ additional provision is being made for their child.

### **Identification and Assessment**

See definition of Special Educational Needs at start of policy

#### **A graduated approach**

Early intervention is vital, Dovecote Primary has a clear procedure for monitoring individuals where concerns have been raised either by the class teacher, support staff or parents. At this stage the child's name will be placed on to the Class Provision Plan under monitoring. This is then followed by a consultation between the Leader of Additional Needs and class teacher.

The class teacher and the Leader of Additional Needs assess and monitor the children's progress in line with existing school practices. See below;

#### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.



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- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

## **SEND Support**

The school uses a three -stage model to respond to children's special/ additional needs

### **1. SEND Support :**

A standardised letter is sent home via, the class teacher which informs the parents at the earliest opportunity of any concerns and enlist their help and participation.

Once parental consent is given the child will be placed on the SEND register by a member of the SEND Team. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

A Class Provision Map is drawn up by the class teacher in consultation with the SENDCo to plan and review the provision in place. A plan, do, review cycle is then followed.

### **2. High Level Needs (HLN):**

This is for children who have more complex needs and require specialist intervention. A Provision Plan is drawn up by the SENDCo in consultation with the class teacher to map the provision in place. The class teacher and the SENDCo are supported by outside agency involvement.

They will receive extra funding from the Local Authority to enable the school to meet their more complex level of needs through targeted provision and intervention (some of these may be provided by outside agencies).

### **3. Education, Health and Care Plan:**

The school, parent or other professionals working with the family can request a statutory assessment for an Education, Health and Care Plan (EHCP) from the SEND Team if it becomes clear that a child's needs have not been fully identified, or they are not making progress despite receiving a good support over a period of time. Young people between 16 and 25 can request their own assessment. There are strict timelines that must be adhered to once a request for assessment is received by the SEND Team. The SENDCo will provide advice and support for any family making a request for an EHC Assessment.

## **Education, Health & Care Plans and Statutory Assessment of SEND**

Only a very small percentage of children with SEND need an EHCP in order to get the right support and provision. An EHCP brings your child's education, health and social care needs into a single legal document. It will describe what outcomes we all want for your child, what support is needed to achieve these, who will provide the support and when it will be provided.

The first stage following a request for a statutory assessment for an EHCP is for a Person Centred Review (PCR) to be arranged, usually by the school or educational setting.

The PCR uses an approach that puts the young person and their family at the centre of the process. The review meeting looks at positive things about the young person, what is important to them, and what things are working well for them, as well as what isn't working well and what support and help is needed. At the end of the PCR, an action plan will have been created, which identifies actions to be taken by professionals, young person and family to help improve support and outcomes. Information about how to prepare and what to expect from the PCR will be provided.

The action plan from the PCR forms part of the information that is sent to a decision-making panel, which decides if a full statutory assessment is required.

You will be informed of the panel's decision whether or not to proceed with a full assessment. If the panel decides a full assessment is required, you will receive more information about this process from the LA.

If the decision is to not issue an EHCP, you will be advised of your right to appeal.

Parents are given the opportunity to comment on a draft EHCP and give your views about school or other placements, before the final EHCP is issued.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

More details about the Education, Health & Care Plans and Statutory Assessment of SEND can be found on the Nottingham City Council website:

**[www.nottinghamcity.gov.uk/.../Education-Health--Care-Plans-and-Statutory-Assessment-of-SEND](http://www.nottinghamcity.gov.uk/.../Education-Health--Care-Plans-and-Statutory-Assessment-of-SEND)**



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## Provision

Once a child's specific needs have been identified we will work with the relevant specialist support services to ensure we comply with all relevant accessibility requirements as soon as possible. For example:

- Physical environments
- Assistive technology
- Increased access to the curriculum and assistance during examinations
- School transport for curriculum activities

Provision will be implemented using the following process;

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

All children receiving HLN funding and/or specialist intervention will have a personal Provision Plan. This clearly shows the level of provision in place and may include some of the following;

In class adult support

English and Maths intervention via the Learning Hub

Booster groups

Mentoring for children with social, emotional or behavioural difficulties via the Nurture Hub

Specific provision including Speech and Language, OT and life skill focuses via SEND Hub

Routes to Inclusion- SEMH graduated response

Makaton

Numicon

Assessment of strengths and barriers

Gardening intervention

Lunch and break time support

Risk Assessments

Individual handling policies

Individual behaviour plans

Play therapy

Individualised time tables

Sensory input through activities or use of the sensory room

It is recognised that support within the classroom as well as withdrawal in certain circumstances, both play a key part in provision for children with SEND. We aim for inclusion in all areas of school life as far as is reasonable.

Further information may be found in the school's Accessibility plan and the Disability and Equality policy.



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### **Allocation of Resources**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education Health and Care Plan.

The SENDCo is responsible for completing and submitting all requests for additional funding (H.L.N Requests) from the LA.

The head teacher informs the governing body of how the funding allocated to support Special Educational/ additional Needs has been used.

### **Access to the Curriculum**

All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of individual progress that brings feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational/ additional needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Teacher assessment is used to monitor progress for all pupils. If appropriate BSquared Assessments are used to break down the existing National Curriculum Programmes of Study into finely graded steps and targets and ensure that children experience success. These statements will then be used to inform the pre-key stage standards which must be used to make statutory teacher assessment judgements for pupils who have reached the end of year 2 and 6. The pre-key stage standards are provided for the statutory assessment of pupils engaged in subjects specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

In the Foundation Stage all children are assessed using the Development Matters Scale (Nursery and Reception) and the EYFS Profile Score (End of Reception).

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This can include: parents' evenings, review meetings, structured conversations, pupil interviews, parent questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The SENDCo monitors the movement of children within the SEN system in school by:

- Monitoring the movement of children within the SEND system in school and the provision provided.
- Supporting teachers involved in reviewing and updating Provision Plans for children and reviews the work of the school in this area.
- Liaising with support staff, working with children who have special educational/ additional needs, in order to monitor pupil progress.



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- Liaising with staff and use of profile data at the end of each academic year to monitor progress of children with special/ additional need.
- Updating the SEN register via the SIMS programme.
- Use of SEN information to aid the transition process to secondary school.

Information from provision management will be used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

There is a formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO/Headteacher and SEN governor and information is gathered from an interview with the SENCO on an annual basis. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

### **Partnership with Parents**

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for children with SEND in our school. A named governor takes a special interest in special needs.

At all stages of the special needs process the school keeps the parents fully informed and involved. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

### **Partnership with Pupils**

The SEN Code of Practice states that 'partners must engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes', (Section 3.18).

At Dovecote School whenever appropriate, from an early age, children are encouraged to be actively involved in their provision and reviewing their performance.

### **Transition Arrangements**

In order to ensure a smooth transition, the school will, with parents' consent, make arrangements to share all relevant information with the child's next placement. This could include written records, a programme of visits (made in liaison with the accepting school) and meetings.



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### Liaison

The school has strong links with local schools; nursery, primary and secondary, to support children with Special Educational Needs.

We work with SEN Support Services as appropriate and have clear procedures for involving support services. Such contacts are made through the Head teacher or Leader of Additional Needs and discussions involve parents whenever possible.

The Leader of Additional Needs attends SENCO Network meetings forging links with other SEN practitioners.

### Local Offer

This is Nottingham City Council's directory of all the services available to help and support children and young people with Special Educational Needs and Disabilities (SEND). It provides information on:

- Health, such as doctors, nurses and therapists
- Education, such as schools, colleges, playgroups and childminders
- Support groups
- Leisure activities

More details about the Local Offer can be found on the Nottingham City Council website:

[www.nottinghamcity.gov.uk/localoffer](http://www.nottinghamcity.gov.uk/localoffer)

### Complaints Procedure

Complaints about the SEND procedures and implementation of the procedures should firstly be addressed to either the class teacher or SENCO. If an issue is not resolved then the complaint should be addressed to the head teacher and finally the governing body.

**Signed** \_\_\_\_\_ [Mrs R. Guy-Clark] **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Miss R. Glover] **(SENDCO)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Name] **(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed annually.**