



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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Review Committee: Development

Leader: Heidi Hollis

Link Governor: Maria Artingstoll

The Governors and staff of Dunkirk Primary and Nursery School (mainstream school) share the determination to ensure a whole school response to Special Educational Needs and Disabilities (SEND). We aim to create an inclusive caring and stimulating learning environment in which our pupils can feel positive about themselves and develop self-respect and self-confidence. This policy explains how Dunkirk primary school makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements of the Special Education Needs and Disability Code of Practice (0-25years) 2014 and Equality Act 2010.

Definition of Special Educational Needs

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for them.

A pupil has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age or:-
- has a disability which prevents or hinders the pupil from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority

Areas of Special Educational Need

- Communication and interaction
- Learning and cognition
- Behavioural, emotional and social development
- Sensory and/or physical

We recognise that there is a wide spectrum of individual needs, and that these are frequently inter-related.

Principles

In order to celebrate the diversity of our school community we are committed to ensure that all individuals within the school are valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

We believe that:

- Many pupils will have SEN at one stage or another in their education
- All children benefit from mixing with a wide variety of children and adults. We actively seek to include children from all cultures and backgrounds including disabled children and those with SEN
- The feelings and opinions of the child should be valued and responded to
- Children with SEN have a right to a broad and balanced curriculum and to be educated alongside other children
- Parents/carers have a vital role to play in supporting their child`s learning

Aims

- To work closely with parents, keeping them informed about their child`s learning and encouraging them to work in partnership with the school
- Wherever possible, to share learning objectives with all children, including those with special educational needs, to involve them in evaluating their progress and in setting new targets
- To ensure that teaching methods, resources and learning goals are adapted to meet the individual needs of the child
- To identify children with special educational needs as early as possible and to support their learning
- To provide clear procedures to identify and record pupils whose learning, communication, physical, sensory, social and emotional behavioural development in medical needs is giving cause for concern

If you require further information about the provision for SEND in the school please talk to the class teacher of your child or contact the Special Educational Needs Co-coordinator (SENCO) Jane Mitchell.

Identification and Assessment of SEND

*How does the school know if children/young people need help?
What should I do if I think my child has special educational needs?*

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Heidi Hollis
A parent/carer can raise concerns about their child with the class teacher or SENCO or member of the leadership team. Where the school raises any concern it will be through discussion with the parent/carer and the SENCO.

Our school follows the **Graduated Approach** as recommended in the DFE Special Educational Needs Code of Practice.

- As a school we will adapt teaching and learning through differentiation. If a child is still not making progress then we will evaluate the child's progress and identify why the child is experiencing significantly greater difficulty than their peers in learning. We will discuss this with parents/ carers and seek permission to undertake assessments/gather key information and gain advice from specialist services/expertise. Dunkirk staff work closely with professionals from other agencies to ensure we accurately identify special needs. As a school **we do not diagnose special needs or disabilities** but signpost and support parents where necessary
- We hold review meetings for children with SEND that may be part of their consultation evening with the class teacher or an additional meeting with the SENCO and other professionals working with your child. Every child with an EHCP (Education and Health Care Plan) will have a termly review and a more formal annual meeting with all professionals involved invited, where the plan is carefully reviewed.

Provision

How will the school staff support my child and how will the curriculum be matched to their needs?

How will the school support me to support my child's learning?

How is the decision made about the type and level of support provided to my child?

The SENCO oversees and coordinates the support for children with SEND in school and the SENCO and deputy head teachers ensure the curriculum is matched to their needs.

In addition to the day to day management of our special needs policy the SENCO will:

- Ensure liaison with parents/carers and other professionals in respect of children with special educational needs
- Advise, support and contribute to the in-service training of other practitioners in the school
- Ensure appropriate plans are in place
- Ensure that relevant background information about individual children with special educational needs is collated, recorded and updated
- Hold regular review meetings where appropriate

- Collate and present Higher Learning Needs (HLN) funding requests
- Liaise with class teachers with regard to the learning programme and reviews
- Liaise with the Special Needs Governor

We have worked with the Local Authority and other schools in Nottingham City to develop Nottingham City Schools Provision Maps. Representatives from Health, Social Care, voluntary organisations and parents have also contributed to the maps.

The provision maps list the different ways that mainstream schools may support children and young people with special educational needs and disabilities. This includes provision that will be available to all pupils (universal provision) and provision that is available to pupils who have been identified as requiring SEN Support (see additional interventions below).

Schools are not expected to provide all the interventions included on the maps. Each year schools will look at the needs of their pupils and select the interventions that are required. This means that provision in the school may vary year on year to reflect the changing needs of the pupils over time.

For further information about the provision maps please talk to our school SENCO.

We aim to meet individual needs by planning the curriculum appropriately. We use a range of teaching/learning styles and strategies and resources to ensure all children are able to access all activities.

Differentiated activities include:

- Target Teaching
- Small Group Teaching
- Input from Teaching Assistants
- Reading Clubs
- Access to Specialist Reading Books
- Visual Aids and Timetables

There will be an initial assessment of the learning environment to consider the need to provide:

- Quiet areas
- Sensory areas or resources
- Alternative layout and furniture
- Changing beds
- Appropriate additional resources
- Additional Interventions:
 - Teacher support in small group setting
 - Teaching assistant support in a classroom setting
 - Teaching assistant support in a small group setting
 - Other additional adult support in the classroom setting
 - 1 to 1 targeted support
 - Advice from LA support services

- Staff development or training
- Print into symbols resource

Resources:

- There are a variety of software packages/equipment/sensory toys already available in school, and a sensory room on both campuses. When purchasing new equipment we will consider the needs of all children including children with a disability or special education needs
- School staff liaise with specialist services to provide appropriate aids or technology
- School provides rest breaks/ additional time/ staff support as appropriate and following government guidance during any testing

Parents Supporting Learning at Home

The SENCO meets with the class teacher and teaching assistant to identify appropriate support. The support a child will receive is also discussed with the pupil and parent. Specialists also provide resources to support teaching and learning as appropriate. Parents/carers are fully involved in review meetings with school staff and other professionals. During these meetings parents/carers and professionals will discuss ways of supporting the child at home and at school.

Type and Level of Support

- The Deputy Head Teachers, SENCO, teachers and teaching assistants meet to discuss children's needs informed by observations and assessments, plan interventions, monitor and analyse the impact of the interventions and track children with SEND's progress through further assessment. This is followed by further planning for next steps etc as part of the 'assess, plan, do, review' cycle
- Through evaluation in school and discussion with parents and professionals, it may be decided that a child with special educational needs or disabilities may benefit from extra adult help. Every effort will be made to secure additional funding should this be considered necessary

Education, Health and Care Plan (EHCP)

The Education, Health and Care Plan (EHCP) aims to bring together all of the services that support families in a more joined-up way.

The EHCP provides the same statutory protection as the Statement of Special Educational Needs used to do. It also covers people from birth up to the age of 25 – extending the rights and protections of young people in further education and training, to support them into adulthood.

The EHCP has an assessment period of 20 weeks and all information is shared so families and young people won't have to repeat the same information to different agencies.

The EHC plans (EHCP) have replaced Statements of SEN and Learning Difficulty Assessments. An EHCP will be issued by the local authority when they consider the special educational needs of the child cannot be reasonably provided for within the resources available to the mainstream early years provision, school or post 16 institution.

How does the EHC plan work?

- The child or young person is at the centre of the assessment of their needs and of the EHC plan
- All professionals working with the family will make sure that the family are involved in the planning process
- Parent /carers participate in developing and evaluating the EHC plan
- Parent /carers may have increased choice and control through access to a personal budget
- The educational element of this budget will need to be agreed with the SENCO
- There is transparency and openness in regards to all parts of the process
- Plans focus on the desired outcomes or results with a clear view of how resources will be allocated

The status of Education, Health and Care Plans (EHCPs)

The plan will be a legal document describing a young person's needs, what should happen to meet those needs and the suitable educational placement.

The plan must be person centered, focusing on the needs and hopes of the child. The EHCP will continue into further education and training, and for some young people up to the age of 25.

The Local Authority's duty is to secure the educational provision set out in an EHCP.

What You Can Expect

Health and social care needs must be explicitly recorded in the EHCP. Health and social care services are required to co-operate with school in relation to the EHCP.

Schools and post-16 institutions will still be required use their 'best endeavours' to meet SEN.

Seeking an EHC Assessment

If the special educational provision currently being made for a child or young person by an early years setting, school or college is not enabling the child or young person to make adequate progress then it may be necessary to request an Education, Health and Care (EHC) Assessment. Settings, support services, parent/carers and (if appropriate) young people should work together to make the request to the local authority.

Effectiveness of SEND Provision

How will the school know that what they are providing is helping my child make progress?

How will I know how well my child is doing?

- Progress is evaluated through the use of a school based recording system, pupil progress meetings with senior leadership and through discussion with parents/carers and the pupil against the identified targets
- School uses national and local data to analyse progress against national expectations
- The school uses the Early Years Profile, I-Track data and case studies to analyse the effectiveness of our provision
- There is an identified SEND governor (Maria Ward) and a Pupil and Personnel Committee who are responsible for monitoring and evaluating the effectiveness of the provision
- Parents/ carers and pupils are able to feed back their views of the effectiveness of provision through questionnaires, during review meetings or directly to the class teacher or SENCO

Progress Reports to Parents/Carers

- There are regular opportunities for parents/carers to discuss how well their child is doing during the school year and all parents/carers receive a written school report each summer term
- There are parent consultation evenings in the autumn and spring terms or SEND review meetings with the SENCO, class teacher or TA and other professionals as appropriate
- We welcome parents to talk to class teachers and the SENCO though face to face, letter, and email or telephone dialogue. Through these discussions the parents can be involved in planning for activities/trips, target setting, reviewing and evaluating provision made.

Children and Young People's Well-Being

What support will be available for my child's overall well-being?

What extra- curricular activities are available for my child? How will they be included in activities outside the classroom, including school trips?

- We have a learning mentor (Pam Mahjouri) and a school play therapist who are available to support children and parent/carers with pastoral and social support
- At unstructured times such as the start and end of the school day, breaks and lunch times, support is provided by teaching assistants, Fun Club staff and Midday supervisors. On-going training is provided for these staff
- Medical support is provided through signposting and referrals to the School Nursing Team or appropriate health professionals
- Medicines are administered in school, when prescribed by a doctor and dispensed by specified staff. This is outlined in the **medicines** policy

- There are disabled toilets on both campus, with changing beds and other personal care resources as appropriate
- There are **attendance** and **behaviour** policies which outline how we aim to avoid exclusion and increase pupil's attendance. We work closely with specialist agencies to support both of the above
- The school takes the safety of the pupils as a high priority and there is designated safeguarding team (please see **safeguarding** policy)
- The school supports pupils with SEND to contribute to all aspects of school life where appropriate, including performances, offsite visits, assemblies, sports events, drama, creative and forest school activities. These activities can be during or after school time. Children with SEND are encouraged or enabled to become members of the school council, playground rangers, advocates and ambassadors

Training in SEND

What training have the staff working with pupils with SEND received?

What training is planned?

What specialist services and expertise are available in school/accessed by school?

- There is a comprehensive training and development programme for staff, according to the needs of the children in school during that academic year. This has included autism training, Makaton (signs and symbols), positive handling, ADHD, dyslexia and dyscalculia, and all staff have received paediatric first aid training
- The school links with specialists in other services and accesses specialist support through referrals, after discussion and consent from parents/carers. These include health, therapeutic and social care services, as well as any educational support services e.g. educational psychology and behavior support
- The school would prepare for the admission of a child who has needs not previously supported in school by seeking appropriate advice from specialists, training staff, adapting the environment and providing equipment and other resources as necessary.
- The school signposts parents to other organisations for support, which may include referrals or direct consultation with the family doctor. Where appropriate this will also be through contact with the family support worker

Involvement of Parents

Who can I contact for further information and how can I get involved?

- Parents/carers can contact the SENCO (Heidi Hollis) for further information about SEND.
- Parents/ carers are informed about the learning that term through curriculum newsletters. This gives information about how parents can help to support this outside of school. There are weekly homework activities for children in year 1-6 and advice is given to support completion of homework.

- There are parent training opportunities through parent/carer workshops. These include learning phonics and helping your child with homework. During the review meetings there is allocated time to explore any parent/carer training needs and advice is sought from specialists, where appropriate

Involvement of Pupils

What opportunities are there for my child to discuss how well they are doing?

- Pupils have opportunities to discuss how well they are doing on a daily basis. There is time allocated during the school day for children to reflect on their progress, build on their learning and identify targets
- All children are involved in setting their learning targets, alongside their teacher/teaching assistant
- The school enables pupils to contribute their views or raise concerns through questionnaires, comment boxes, school council meetings, playground ranger feedback sessions and through discussion with their class teacher or teaching assistant or any other member of staff. This is then fed back to the SENCO
- Whenever possible children`s opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their likes and dislikes will be taken into account when planning their learning and encouraged to contribute to their own Pupil Passport page

Transition

How will the school support the transition of my child on admission to the school, moving on to the next class or key stage and in preparation for the new school or setting including adulthood?

In addition to our usual admission procedure, arrangements will be put in place to support the admission of pupils with SEND. These are based on the individual needs of the child but include;

- Visiting previous setting/ school or home
- Staggered admission to allow school time to assess needs, meet professionals, assess provision and meeting safety needs
- Meeting parents and any professionals involved in supporting the child in order to gather information around the child`s needs
- Identifying and allocating, where appropriate, suitable resources, adaptations and staffing
- Parents attending school with the child to support transition
- Holding early meetings to share information and discuss targets and progress
- Inviting the family for a personal school visit to familiarise them with the environment, staff and other pupils

School may be able to seek extra funding prior to admission, should there be a need for additional support.

Heidi Hollis (SENCO) provides additional admission/transition support for children and parents/carers.

Transition practice across year groups/key stages follows the same procedure. For some children a personalised story/picture book is made illustrating the changes they will meet in their new class. For those children with SEND transferring to secondary school, we liaise with the new teachers and where appropriate arrange accompanied visits with a teaching assistant prior to the end of the school term.

Accessibility

How accessible is the school – indoors and out?

- The Highfields campus is fully and Abbey campus partially wheelchair accessible
- There are disabled changing/toilet facilities on both campuses
- The school requests additional equipment required to enable pupils to access the school/curriculum through the Local Authority Special Educational Needs Team
- There is a disabled access with ramps and handrails into the school at both campuses.
- A disabled toilet facility is available in all buildings on both campuses and doors are wide enough to ensure wheel chair access

The age and nature of the buildings at the Abbey campus are such that access will always be more limited, in comparison to the Highfields campus.

Complaints procedure

Who should I contact if I have any questions or concerns?

- The first point of contact if a parent wishes to discuss concerns is the class teacher or SENCO
- We value the partnership between parents and staff but should a problem arise, parents are asked to discuss this fully with a member of the Leadership Team. Any complaints will be treated in accordance with our complaints procedure and the same time lines will be adhered to.

Local Offer for children with Special Educational Needs and Disabilities (SEND)

Nottingham City Council offers help and support to children and young people with Special Educational Needs and Disabilities (SEND) by bringing together all of the information on services and support in one place – their Local Offer website;

www.nottinghamcity.gov.uk/localoffer

Here you will find everything you need to know about:

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

This is the 'one stop shop' giving you all of the information you need to make decisions for your family.

On this page you can use the search engine to look for services and organisations that offer specific services to disabled children and young people. There is also useful information regarding **Education, Health and Care Plans** and **Direct Payments and Personal Budgets**. Please visit this page regularly as information will be updated.

Would you prefer a paper copy of the Local Offer? Contact the Families Information Service on Tel: 0800 4584114, and they can provide you with a customised document listing the services most relevant to your needs.

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