

Dovecotes Primary School **Special Educational Needs and Disability (SEND) Policy – 2020-2021**

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:-

- Equality Act 2010: Advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- Ofsted Section 5 Inspection Framework April 2014
- Schools S.E.N. Information Report regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)
- Children and Families Act 2014
- Safeguarding/Child Protection Policy
- Accessibility Plan
- Intimate Care Policy
- Teachers' Standards 2014
- Wolverhampton Local Authority SEND Policy & Strategy for Children and Young People with SEND.

Headteacher – Miss Gill Beddow

**SENCO – Mrs Debbie Turtle – National Award for SEND Accreditation
Specialist Teacher & Approved Teacher Status**

Contact Number – 01902 558284

SEND Governor – Mrs Margaret Butler.

Environment

The school is situated within a 1970's Council based estate which has some private housing and Lettings. The whole of Pendeford lies between two sections divided by the Staffs and Worcester Canal. Dovecotes Estate has limited facilities but along with the school there are shops, Dovecotes TMO Housing Office, the Dove Strengthening Families Hub within which is based the Social Care Team. There are many one parent families, escalating drug problems, prostitution and other criminal issues making Dovecotes a high crime area. The population of this area is very fluid and so numbers on our school roll fluctuate as mobility is high.

Mission Statement

**Enabling everyone at Dovecotes
to realise their true potential,
while developing care and respect
for all through working and learning together.**

Our Beliefs and Values

We want all our pupils to find school life enjoyable and that learning is rewarding. We believe that our pupils should:-

- Be confident to try new activities.
- Become creative thinkers.
- Be able to communicate their creativity orally/visually.
- Be proficient at team work and making decisions.
- Know how to use resources to develop creative thought.
- Become adept in knowing what their strengths are.
- Be proud of their success.
- Value every aspect of their education.
- Develop an understanding of right from wrong and make successful moral judgements.
- Respect others regardless of colour, gender, religion, physical or mental ability.
- Develop personal qualities such that they will be capable of contributing in a variety of ways to the community and society once they reach adulthood.

Aims

Our aim is to:-

- Be a happy welcoming place that provides children with special educational needs with a safe caring environment that gives stability to allow purposeful learning and teaching.
- Foster a caring, compassionate and nurturing environment in which the children feel valued and value others.
- Ensure that all children work to the best of their ability in all areas of the Early Years' Curriculum and National Curriculum and become independent, self-disciplined learners motivated to learn more.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Ensure all staff and parents / carers understand they have an active role to play in their children's education and progress whatever their needs are and work in partnership.

Objectives

- The responsibility for the identifying and assessing of children with SEND and the subsequent provision is shared by all the members of staff who, under the SENCO's jurisdiction, ensures that they are fully aware of the school's clear procedures for identifying, assessing and providing for those children. Children with SEND are the responsibility of all the staff who work at Dovecotes.
- Children with SEND receive and have access to a broad and balanced curriculum, relevant to their needs and access to resources and adaptations to meet their specific needs to ensure motivation, understanding and progression.
- Children with SEND have access to the wider curriculum i.e. residential visits, After School Clubs.
- All children with SEND are educated alongside their peers, with interventions in and out of class.

- To liaise with parents and establish a partnership, to keep them fully informed at all stages of their child's development and provision within school.
- The SENCO has responsibility for the day to day operation of the school's policy, co-ordinating provision for pupils and works closely with staff, parents and carers and external agencies.
- The Special Needs Governor appointed by the Governing Body takes a particular interest in and closely monitors the school's work with children with SEND
- Where possible the child's view is ascertained, recorded and taken into account when planning their provision. Regular discussions are organised with the child, teacher and Teaching Assistant to evaluate the child's progress and targets.
- Special Educational Provision for each child is regularly monitored and reviewed. This is done through the Assess, Plan, Do, Review Approach.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

Definition of Special Educational Needs

Taken from the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 0-25 Years - pages 4 and 5.

- 1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.**
- 2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she –**
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or**
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**
- 3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).**
- 4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.**

Children with a disability will not necessarily have SEN. However, where a child or young person with a disability requires SEN support, they will be placed on our SEN register. A disability is described in law (the Equality Act 2010) as:

'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

At Dovecotes the purpose of identification is to create a support action plan, not to fit a pupil into a category but by considering the needs of the whole child which will include strengths and not just SEND.

Admissions

Where provision can be made to facilitate the education of a child with SEND within the day to day running of the school, that child is admitted and provision is planned or continued to support the child's education. Every effort is made to consult with previous schools, so all available information is at hand. If the child's well-being and educational needs require specialist support, external help and advice will be sought and every effort made to meet the child's needs.

Accessibility

The school building is on one level so giving complete access for physically disabled persons. No child will be refused admission on grounds of disability. External advice is sought if deemed necessary. Where there are physical difficulties the school will make additional provision available, such as equipment or human resources, where necessary and if possible, to enable the child to take a full part in school life.

Identification of Special Educational Needs

The Code of Practice describes four broad categories of need that may create barriers to learning:-

1. **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
2. **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
3. **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
4. **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Other categories that are not classified as SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a Child of a Serviceman/woman

A Graduated Approach to SEND

Teachers are responsible and accountable for the progress of all the children in their class including those with SEND. The teachers deliver high quality first teaching through differentiated planning catering for children with SEND. If concerns arise about a child's progress, the child is monitored following discussion with parents and a Record of Concerns form is completed. They are monitored by staff and SENCO, in order to determine the level of support needed.

Assess

When the class teacher, has concerns about a child, who, despite receiving differentiated learning opportunities:-

- Makes little/slow or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness/development points.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Presents emotional or social difficulties that substantially and regularly interfere with the child's own learning or that of the whole peer group, despite having an individualised behaviour management programme.
- Has sensory or physical needs that require regular advice and support to set programmes for the school to follow or that need regular direct intervention / teaching by a specialist service.
- Has communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Steps are then taken to make an analysis of their needs in consultation with the parents/carers, the pupil, drawing on teacher assessment, the pupil's previous progress, attainment and national data to ensure the right interventions are put in place and the barriers to learning are overcome.

Plan

The teacher and the SENCO in consultation with the parents and the child agree what interventions and support is to be provided, with a review date, based on:

- Evidence already available from the assess stage.
- Observations.
- Further information / advice from external agencies and /or parents and /or voluntary bodies.
- Further assessment of the child's strengths and weaknesses/developments.

The SENCO, class teacher and teaching assistant decide on the action needed to support the child. Interventions include:

- Different learning materials and teaching styles.
- Specialist equipment.
- Additional time for planning.
- Staff development / training.
- Increased group support from within the school.
- Individual tuition e.g. 1:1 or precision teaching.
- Advice from external agencies

The Code of Practice defines the help we give children with special educational needs in school as 'SEN Support'.

We undertake this by completion of child friendly plans/reviews completed within a pupil passport in the following way:-

Early Years SEN Support or Early Years SEN Support Plus i.e. EYSS / EYSS+
School SEN Support or School SEN Support Plus i.e. SS / SS+

This is so that all staff are aware of the differentiation of the support the children are receiving in school. Children with SEN Support have class teaching assistant support, additional resources/adaptions within school, and children with SEN Support Plus have extra support with the SEND Teaching Assistant plus external agency support.

Teaching plans take into account children with SEN, showing differentiation as appropriate. Discussion with the child's previous teacher takes place at the end of each school year/key stage to enable planning for the new year/term. Copies of SEN Support grids and pupil passports are placed in weekly planning files to enable ease of access and more precise daily planning.

All staff who work with SEN pupils are made aware of their needs, expected outcomes, the support provided and the teaching strategies to be used. Parents are kept informed of this information and encouraged to support their child at home.

Do

The class teacher along with the teaching assistant remains responsible for:

- Working with the child on a daily basis.
- Planning and delivering individualised programmes/provision.
- Monitoring pupil's progress.
- Keeping more detailed records of information gathered, observations made and extra help given (e.g. differentiated work and / or support) that enhance the assessment and recording system in place for all children.
- Liaising with parents and external agencies.

The SENCO supports the staff by overseeing the above and advising on effective implementation of individual support.

Targets for our children are **SMART**:-

- S** – Specific
- M** – Measurable
- A** – Achievable
- R** – Relevant
- T** – Time bound

All children with SEND, work at their own level within the normal classroom environment. Individual help will be given according to their specified programme within, as well as, out of the classroom. Teaching Assistants work within the classroom environment and the SEND Teaching Assistants work with children who have Education Health Care Plans and who need extra SEND support for an identified amount of time per week – i.e. SS+.

Review

In line with the date agreed, the effectiveness of the support and interventions is reviewed and evaluated along with the pupil's and parents' views using substantive evidence gathered over time. Any changes in terms of support, are then decided, if necessary and next steps are taken to implement the next stage of interventions.

Referral for an Education, Health and Care (EHC) Plan

SEND children that are not making progress with additional support from school may require an 'EHC Needs Assessment' undergone by the local authority. The SENCO will gather evidence, alongside parents/carers, pupils and external agencies and take it to the authority's SAM Panel. The Local Authority will then decide whether it is necessary to complete a 'Needs Assessment'. A statutory 'EHC Needs Assessment' will not always lead to an EHC plan. The information gathered during an 'EHC Needs Assessment' may indicate ways in which the school can meet the child's needs without an EHC plan. However, if an 'EHC Needs Assessments' decision leads to an EHC plan, the school will then work with professionals, the local authority and parents to implement the best provision for a pupil to access a full education.

SEN Information Report (SIR)

This report provides information about the services available to children and young people with special education needs/disabilities and their families. It describes the available provision for those who have an Education, Health and Care Plan as well as those who do not have this plan, but still require support for special educational needs.

More information about the local authority's SEND Information Report can be found on Wolverhampton City Council's Website – SEND at:-

www.wolverhampton.gov.uk

The SEND Information Report provides the information on Dovecotes can offer to our families who have children with special educational needs. More information about our SEND Information Report can be found on our school website at:-

www.dovecotesprimaryschool@wolverhampton.gov.uk

Alongside our SEN Information Report, you can find additional information regarding the current provision on how the school are following the guidelines for COVID 19.

Monitoring and Evaluation of SEND

Intervention groups are reviewed updated according to the progress the children have made. Children are monitored through classroom practice, observations, assessments, book trawls and reviews of their pupil passports. This, along with reports from previous schools, external agencies provides us with an overview of a child for us to implement our high expectations and provide the right challenge and provision to move our pupils on in their learning.

The Pupil Premium Grant (PPG) allows children to have extra interventions which support them where they need additional help to make progress in their learning e.g. counselling support, walking bus, one to one and small group support with phonics,

reading, writing or numeracy support (please refer to the Pupil Premium Policy for further details).

School data and provision management is analysed to ensure children progress. Pupil Progress meetings are held each term between SENCO and class teachers to monitor and evaluate pupil passports, progress and provision.

Supporting Pupils with Medical Conditions

Full guidance documentation and forms to be completed are kept in the green 'Medical Needs' file in the SENCO's office. We ensure that all children who have a medical condition and require additional support have a 'Healthcare Plan', which includes the following details:-

Condition – signs, symptoms, triggers and treatments.

Resulting Needs – medication, time management, dietary requirements.

Support Needed – who, training required.

Emergency Procedure - as per individual care plan.

'Healthcare' Plans are completed with the school nurse and are kept in a purple file in the SENCO's office. The Headteacher has a full copy of this file and each class teacher has a copy of their children's medical needs in the front of their planning files.

The SEND Governor and all staff are fully aware of their responsibility to support pupils with medical conditions.

In Service Training (CPD)

Our aim is for all staff to be up to date with all the relevant and necessary training in relation to pupils with special educational needs and relevant medical needs. This is linked to school development priorities. The review of needs is carried out by the Head teacher and SENCO each year and applications submitted accordingly. The school is also in partnership with Wolverhampton Outreach and Education Psychological services in delivering CPD.

Resources

In the Key Stage 1 shared area there are four grey SEND resource cupboards overseen on a weekly basis by the SEND Teaching Assistants:-

1. Personal, Social, Health and Emotional resources (PSHE) and Speech and Language resources (SALT)
2. English
3. Maths
4. Fine/Gross Motor skills and Sensory

The SEND Department are continually updating resources to meet the children's needs within the school.

There is also a 'Parent's Information' Board in the entrance hall by the main school office which the SENCO and SEND Teaching Assistants keep up to date with relevant information which is freely available to parents/carers. This board also showcases aspects of work produced by our children with additional needs.

Roles and Responsibilities

The provision for pupils with SEND is the responsibility of the Governing Body, the Head Teacher, SENCO and all the school staff.

The Governing Body has ultimate, statutory responsibility for the determination of general policy and approaches to provision, for the establishment of appropriate staffing and funding arrangements and for the maintenance of a general overview of the School regarding its work in the area of SEND. This must ensure that any child with SEND receives the provision to meet his/her needs and that all teachers are equally aware of the importance of identifying and providing for children with SEND, alongside children without SEND. It is the statutory duty of the Governing Body to report annually to parents on the implementation of the Special Needs and Disabilities Policy.

The Head Teacher has responsibility for all management aspects of the School's work including the provision for SEND children and keeps the Governing Body informed of the current work in this area. Together with the SENCO the Head Teacher shares responsibility for liaising with parents of SEND children and outside agencies including the Educational Psychology Service and other support services. It is the Head's decision after consultation with the SENCO and relevant members of staff to refer a child for statutory assessment.

All teachers and teaching assistants are fully aware of the school's procedure for identifying, assessing and making provision for pupils with SEND. They all play a part in maintaining the SEND register by updating and reviewing the SEN Support pupil passports of the children within their class. In addition, the class teacher is responsible for informing the SENCO when concerns arise about individual children, so that monitoring can be implemented. At this stage, steps are taken to ensure parental involvement. Teachers also have the responsibility to provide all the children in their care, with a broad and balanced curriculum, irrespective of the Special Needs of any child.

As outlined in The Special Educational Needs and Disability Code of Practice 0-25 years, all mainstream schools must have a designated teacher who should be responsible for:-

- The day to day operation of the SEND Policy.
- Liaising with and advising all staff who work with children who are deemed to have special needs.
- Co-ordinating provision for children with SEN including those with an EHC Plan.
- Monitoring Assess, Plan, Do and Review approach within school
- Co-ordinating Annual Reviews of children who still have EHC Plans.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with outside agencies e.g. Educational Psychology Service and support agencies, health and social services.
- Providing the SEND Annual Report to the Governing Body.
- Liaising with the Head Teacher on the deployment of the SEN budget.
- Attending regular SEND meetings with the Head Teacher.
- Discussions with all staff involved to evaluate targets and advise on next steps.

- Managing and advising Teaching Assistants.
- Liaising with new schools to ensure smooth transitions.
- Keeping up-to date with SEND provision

Complaints

Initially a complaint will be directed to the class teacher who will ask the nature of the complaint and if possible, deal with it informally at this level. If this does not lead to a successful outcome, an appointment can then be made with the Head Teacher and the SENCO to discuss the problem further. In the unlikely event of a solution still not being found, the SEND Governor will be informed and asked to attend a meeting. Help can also be requested from any external agencies involved and also the Wolverhampton Information, Advice and Support Service. The full complaints policy is located on the school's website.

Supporting Pupils and Families

Parents hold key information and have a critical role to play in their child's education. We want our parents of children with special needs to feel that they are treated as partners, able and empowered to:-

- Play an active and valued role in their child's education.
- Identify difficulties early.
- Have knowledge of what they can expect for their child.
- Have access to information advice and support for themselves and their child.

School will:-

- Inform parents of initial concerns.
- Discuss subsequent targets, reviews and any concerns with parents at least termly.
- Liaise with external agents to support pupils
- Act as a signpost for external agencies an support
- Inform parents at the outset of the Information, Advice and Support Service and the range of support it can offer them if they wish to take advantage of it.

Every effort is made to contact parents of children who we feel need to be monitored or give SEN Support to:-

- By post
- Parents evening
- Telephone

Transition

Strategies for a Smooth Class/Key Stage Transition

New Environment

- Staff to hold a transition meeting to handover each child's levels and discuss any other relevant information.
- Teacher from new class to visit child in their present class to introduce themselves.
- Child to visit new class with a familiar member of staff e.g. class TA for various planned activities e.g. playtime, dinnertime, assembly, English, Maths, Irresistible Learning to give a taster of what is to be expected in new Key Stage.

Key People

- Buddy system – new child has an older child they can be with/talk to at break time and dinnertime.
- Staff mentor/Learning mentor in place.
- System in place as to who or how to ask for help.

Organisational Systems

- SENCO meeting with parents and child to inform them of the transition.
- Parents and child attend informal meeting with new teacher/TA and ask any relevant questions.
- Up to date information required of the needs of individual children.
- Copy of class timetable/visual timetable if needed.
- Daily checklist for resources needed for different lessons.
- Organisation of transition between classes – English/Maths Groups.
- User friendly diary for organising/explaining homework.
- Support on first day from staff.
- Consistent approach between all lessons and all staff.
- 'Space/Quiet Area' to chill out if needed.
- Visual/verbal reminders of new expectations/changes/ breaks/dinnertimes.
- Visual/verbal reminders of where resources are kept, the cloakroom, the toilets and Key Stage hall.

Personal Profile

- Pupil Passport – completed by child within school and at home ready to take to new class.

Transition between Schools

- Meetings are arranged with local schools for staff to visit us and observe and meet the child in a familiar situation. Equally, depending on the situation of each individual child, the SENCO will take a pupil and parents to visit their new school to start the process of building a working relationship, if necessary. All the relevant paperwork is handed over to the receiving school.

Links with External Agencies

Dovecotes school is able to liaise and make contact with the following external agencies for extra support as and when required:-

- Specialist Teacher
- Educational Psychologist – EP
- Special Needs Early Years' Service – SNEYS
- Speech and Language Therapy – SALT
- Family Support Workers in the nearby 'Dove Strengthening Families Hub'.
- Occupational Therapy.
- Sensory Inclusion Service.
- CAMHS.
- School nurses.
- Outreach Services
- The Switch Project – a behaviour support service for schools.

Success of the Policy

To enable us to make sure that we have a successful SEND Policy we should be able to see that:-

- Children are being identified early enough.
- Correct assessments are being made of their functional levels.
- SEN Support Passport Plans are correct and up to date.
- Parents and children are kept fully informed.
- The monitoring programme is being completed regularly and records and observations being kept.
- Outside agencies are being used as and when necessary.
- Level of support is right for that individual child to make progress.

Signed ----- Date -----

Head Teacher

Signed ----- Date -----

SENCO

Signed ----- Date -----

SEND Governor

**This Policy will be reviewed annually.
October 2021**

Glossary

SEND Special Educational Needs and Disabilities

LA Local Authority

SENCO Special Educational Needs and Disabilities Co-ordinator

SAM Panel Statutory Assessment and Moderation Panel

*Please refer to the additional information on the schools SEN Information Report 2020-2021 for COVID 19 special arrangements regarding SEND Provision.