

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2019/2020

RESPONSIBILITY FOR REVIEW: Inclusion Lead  
DATE OF APPROVAL: 10.6.19

## OUR VALUES

At Dixons Manningham Primary we believe that all children have a right to education and the opportunity to fulfil their potential. Working in partnership with parents and outside agencies we strive towards being a forward-thinking academy, ensuring appropriate and relevant training for staff and delivering personalised education to meet the needs of all pupils regardless of gender, ethnicity, ability, religion or belief. Government legislation and policy (Removing Barriers to Achievement, DfE, 2004) recognises that all children, wherever they are educated, need to be able to learn, play and develop alongside each other.

Dixons Manningham Primary has a firm obligation to this principle of inclusion and we are committed to removing barriers to learning and ensuring this ethos is embedded across school. To support our inclusive practice we acknowledge that additional policies are important, specifically please refer to:

- Special Educational Needs and Disability Local Offer (a breakdown of types of SEND)
- Behaviour Policy
- Safeguarding and Child Protection Policy
- RSE Policy
- Supporting Pupils with Medical Conditions
- First Aid

## THE PURPOSE OF THIS POLICY

We believe teaching children with SEND and additional needs is a whole school responsibility. The continuous cycle of planning, teaching and assessing takes account of the wide range of abilities, aptitudes and interests of children. Chapter 5 (5.2) of the SEND Code of Practice 2014 states '*All teachers are teachers of pupils with special educational needs*' and this is upheld at Dixons Manningham Primary. Our first priority is to meet the needs of all pupils at a quality first teaching level and making classrooms communication friendly whilst developing a nurturing ethos.

## THE SCOPE OF THIS POLICY

The policy is intended for staff, governors and parents in order to provide a clear outline of the expectations in Special Educational Needs and Disabilities.

## PROCEDURES

### Identification of Additional or Special Educational Needs

If a member of staff feels they have a child who needs to be recognised as having a Special Educational Need, then they will follow the referral process and liaise with the SENDCo to submit a referral request, alongside acknowledging on the range descriptors where they feel their child's needs lie. Referrals are also taken from parents and where this occurs the SENDCo will liaise with both the parent and class teacher.

At Dixons Manningham we outline specific areas of need of our SEND pupils using an Individual Education Plan (IEP) which summaries their need and how school will support them. All children who are deemed as having SEND will be in receipt of an IEP. Children who are in need of an IEP are recognised as being vulnerable and the Principal, SENDCo, Inclusion team and the teaching staff involved will work together to ensure provision is adapted where needed. IEPs are reviewed every term via formal meetings with the SENDCo and class teacher, although progress against IEPs is tracked and RAG rated on a regular basis.

*For children who have additional and specific medical needs a Care Plan will be in place and reviewed on a regular basis with the support of parents and any external agencies. This ensures the correct provision is in place to allow the child to feel secure and access the curriculum safely.*

Dixons Manningham Primary follows DfE Guidance to support the identification of pupils with learning difficulties. These pupils will receive multi-agency support through advice for teaching staff to inform accurate and personalised educational provision. 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. The class teacher and SENDCo will make appropriate assessments and will use this information in conjunction with guidance from external agencies, before identifying New to English pupils as also having SEND.

### The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEND. This is based on an Assess-Plan-Do-Review structure. If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan. For more details on the local offer please follow the link provided on the Dixons Manningham website.

### Provision

The SENDCo and the child's class teacher will decide on the action needed, evidenced from assessment and multi-agency advice. This may include;

- Additional or different learning materials including specifically identified specialist equipment available to pupils within the classroom
- Intervention programmes delivered to pupils as part of a group or through individual support
- Additional learning time to boost progress in Reading, Writing or Maths
- Time with Learning Mentors; 1:1, small group, in class support
- Staff development and training to introduce more effective strategies
- Access to agencies and support services for one-off or occasional advice on strategies or equipment
- Access to support services on a regular basis
- Access to appropriate voluntary agency support
- Access to a specific nurture or intervention provision for those children at Range 3
- Access to the school's Specialist SEN Classroom (The Hive) for children at Range 4+

There will also be additional targeted provision for disadvantaged pupils identified as Looked After Children or who are in receipt of Free School Meals (FSM), funded by the Pupil Premium grant.

### **Individual Education Plans**

Strategies employed to enable the child recorded on the SEND register to progress academically and/or socially and emotionally, will be noted within an Individual Education Plan. The IEP will include information about;

- The long term (end of year) targets set for the child informed by teacher assessment, multi-agency advice and/or Part 3 of the pupil's Education, Health and Care Plan (EHCP)
- The short-term targets (reviewed each half term) set for the child informed by teacher assessment, multi-agency advice and/or Part 3 of the pupil's Education, Health and Care Plan (EHCP)
- The teaching strategies and resources to be used
- The provision to be put in place, how often this will happen and who will deliver it
- When the plan is to be reviewed
- Any additional notes which would be beneficial for transition

The IEP will only record what is additional to, or different from, the differentiated curriculum provided through quality first teaching. They will focus upon targets which cover the main areas of SEND as outlined across the Bradford SEND Range Descriptors, where relevant to the child's needs and will have been discussed with the child and the parents. The IEP will be reviewed termly and parents' views on their child's progress will be sought through regular liaison with the class teacher. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Targets relating to English or Maths, will be taken directly from the school's curriculum or S-Scales where children are below National Curriculum level, and these will be attached to their IEP.

### **Monitoring and Evaluation of Progress**

All pupils in the academy are regularly monitored in relation to progress by assessment, observations, work and planning scrutiny, pupil interviews and learning walks. Assessment of the progress of individual children will provide information about areas where a child is not progressing sufficiently by the above strategies and interventions will be undertaken to close this gap. The assessment process will be used to identify needs and determine the next steps to support learning in consultation with pupils, parents and external agencies.

### **Level of Special Educational Needs**

In order to help children who have special educational needs, the academy will adopt a graduated response that recognises there is a continuum of special educational needs and may use specialist expertise to clarify the difficulties that a child may be experiencing. The academy will record the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and available when needed. All records will be individually filed and kept securely. The level of SEND is determined by the attainment of the pupil in line with Local Authority guidance and the involvement of external agencies.

### **Types of SEND**

Dixons Manningham aim to support children across the full range of SEND areas including children who have difficulties with;

- Cognition and Learning (C&L); to include moderate (MLD), specific (SpLD) and severe difficulties (SLD)
- Social, Emotional & Mental Health (SEMH)
- Sensory and/or Physical Needs; to include Visual Impairment (VI), Cerebral Visual Impairment (CVI), Hearing Impairment (HI), Physical Disability (PD) and Medical Needs (M)
- Speech, Language & Communication Needs (SLCN)
- Communication & Interaction (CI); to include social communication such as Autism (ASC)

## **Social, Emotional and Mental Health (SEMH) difficulties**

We are fully committed to promoting good emotional and social well-being through our Positive Behaviour, Discipline, Anti-bullying and Exclusion policy. We acknowledge that children with SEMH may need a specific type of support and intervention dependent on their needs. We understand that exclusions may not always be appropriate and supportive of the child's individual needs and as a result exclusions will only occur as a final and last resort. Where possible, we make alternative arrangements within school in order to prevent an exclusion taking place.

Each Phase will have access to a full time Learning Mentor who will specifically support children with emotional or behavioural difficulties, alongside supporting their academic progress. These children will be monitored and reviewed regularly by the Learning Mentors, SENDCo and Pastoral Lead to ensure there is an appropriate level of support provided, so that they can reach their full potential both academically, socially and emotionally.

## **Quality First Teaching Stage**

If a child is classed as having minor difficulties within their area of specific SEND, as identified on the Bradford SEND Support Grid, they will be at the Quality First Teaching Stage. The class teacher will be aware of the child's needs and provide for them within normal differentiation in the classroom alongside other pupils. This is called 'quality first teaching' whereby class teacher will have specific consideration for the child's individual needs, but as a whole they access school life without the need for additional support or intervention.

For specific Quality First Teaching provision for each of the SEND areas, please see the May 2019 Bradford SEND Progress Grids.

## **SEND Support Stage**

If a child is classed as having mild difficulties within their area of specific SEND, as identified on the Bradford SEND Support Grid, they will be at the SEND Support Stage. The class teacher will have worked with the SENDCo to devise specific and targeted interventions, strategies and methods of support. Children at SEND Support Stage will still spend most of their time working within the class, on tasks at the appropriate level, under the direction of the class teacher. Their progress will be overseen by the class teacher and monitored by the Senior Leadership team and SENDCo in school.

For specific 'SEND Support Stage' provision for each of the SEND areas, please see the May 2019 Bradford SEND Progress Grids.

## **SEND Support Stage +**

If a child is classed as having moderate difficulties within their area of specific SEND, as identified on the Bradford SEND Support Grid, they will be SEND Support Stage +. The class teacher will have worked with the SENDCo to devise specific and targeted interventions, strategies and methods of support. Advice may also have been sought from some external agencies or specialists. Children at SEND Support Stage + will spend a combination of time within their mainstream class and also accessing 1:1 or small group interventions externally from the classroom. They may also receive additional learning opportunities to the class learning environment, such as during assembly time, in order to receive a higher level of support and to have access to re-learning or pre-learning opportunities.

For 'SEND Support Stage +' provision for each of the specific SEND areas, please see the May 2019 Bradford SEND Progress Grids.

## **Education, Health & Care Plan (EHCP)**

If a child is classed as having severe difficulties within their area of specific SEND, as identified on the Bradford SEND Support Grid, they will require the support of an EHCP. At Dixons Manningham we believe in a wholly inclusive and differentiated curriculum for children with a vast range of needs. There are times where children who have an EHCP in place may need an alternative setting throughout their school week for their long term academic benefit. Where a child has an EHCP in place, or a request for one has been submitted, they will be referred to The Hive which is a specialist SEN Classroom and has been established for those children who are unable to meet the demands of a full time mainstream classroom.

The curriculum within The Hive is highly bespoke and tailor-made to support the complex and individual needs of each child. Although there will be an academic focus, the children within this group will also be supported in developing their social and emotional skills, safety awareness and life skills, alongside any specific needs such as physiotherapy or toileting support. Speaking, Listening, Communication and Interaction skills will be the backbone for learning within The Hive, and for KS2 children there will be a specific focus on life skills and personal care. Advice from external agencies will be sought and applied within The Hive so children are working towards their own individualised targets relevant to their own complex needs.

The SENDCo is the main teacher within The Hive with additional support, and there is a high adult to child ratio due to the level of needs which the children possess. Children's academic progress will be carefully monitored, alongside their social and emotional progress through the use of relevant assessments.

Alongside the children being taught in this bespoke environment, the SENDCo will continue to liaise with specialist external agencies and parents to plan the next steps for an appropriate alternative provision which will best meet the long term needs of the child. We understand that this is a very slow and complex process where parents will need additional guidance and support when partaking in decision making and parent's wishes will be respected and dealt with sensitively.

For additional guidance on how a child receiving an EHCP is supported, please see the May 2019 Bradford SEND Progress Grids.

## **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the Local Authority (LA), working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the academy and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health & Care Plan. EHCPs have replaced the original Statement of Special Educational Needs as of 2014 under the new Government guidance. Children who currently have a statement of special educational need will have their statement converted to an Education, Health and Care plan. EHCPs have additional funding provided by the local authority to enable the school to make the necessary provision for the child. They also help to safeguard the provision the individual child needs as they are legal documentation and EHCPs are recognised across all UK authorities.

All children with an EHCP will have short and long term targets set for them in school that have been established after consultation with parents, child and include targets identified in the EHCP. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher when the child is within their main classroom setting, and the SENDCo if/when the child is accessing The Hive.

It is sometimes necessary for children with an EHCP to have additional adult support working with them for specific activities or lessons to help them to access the curriculum at their level. Parents are made aware of the main adults who work with their child. The aim of this type of support is to enable the child to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for the

child will be discussed with parents at regular reviews. The SENDCo, class teacher and support staff will work together to make the best provision for the child as specified in the EHCP. Their progress will be reviewed regularly and support/interventions adjusted as necessary following an evaluation of progress. Parents may have opportunities to discuss progress and needs with external specialists (such as the Educational Psychologist) if parents feel this is beneficial to them.

### **Annual review of an EHCP**

New EHCPs will be reviewed after 6 months to monitor progress and ensure the provision remains appropriate to meet the needs of the pupil. All EHCPs must be reviewed at least annually with the parents, the pupil, the LA, the academy and professionals involved invited to consider whether any amendments need to be made to the EHCP. The annual review should focus on what the child has achieved, as well as on any difficulties that need to be resolved. Parents will be invited to attend this meeting and to contribute a written report. The child themselves is central to the annual review process and will be invited to contribute. Both short term and long term targets will be reviewed and amended appropriately at each interim and annual review.

Transition arrangements need to be considered at the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child would require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENDCo of the receiving school (if known) should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

### **External Agencies**

Children can have a very wide range of special needs that can be short or long term, and can sometimes be complex to manage. The academy can, and does, seek advice from a range of external agencies to help identify children's additional needs and to determine appropriate support. These agencies can offer advice for both teachers and parents. The most frequently-used agencies are shown below, although there are many others. Parental permission will always be sought before any outside agency is contacted.

**Educational Psychology Team (EPT):** The EPT provides assessment and advice about the whole range of special needs that can become barriers to learning. This is a traded service which schools buy-in and as a result the amount of support can vary from school to school.

**Cognition and Learning Team (C&L):** The C&L team provide an assessment, advisory and support service for pupils with Learning Difficulties, Speech Language and Communication Needs and Specific Learning Difficulties (for example Dyslexia) in mainstream schools.

**Speech, Language & Communication Needs Team (SALT):** Speech and Language professionals can identify underlying difficulties in speech, language and communication (including social communication), and provide training for school staff with appropriate activities and strategies. At times they may carry out their specialist work through working with the child within the school setting, alternatively they may require the child and parents to attend sessions outside of school. The ASC Team offer advice and support for schools for pupils with a diagnosis of ASC. There are local ASC 'hubs' in Bradford and school staff can seek advice and support through this for pupils with communication and interaction difficulties. Where a child has a diagnosis for Autism, specialist teachers may be deployed to work with the child and staff in school.

**Sensory & Physical Team:** The team consists of specialist teachers who provide a service for children and their parents in mainstream schools and settings, including the home. They support children with a range of physical difficulties and medical conditions within the age range birth to 19 years. The VI Team provide an assessment, advisory and teaching service for babies, children and young people aged from birth to 19 years of age. The children have an identifiable ophthalmic condition and a reduced level of visual function which, even when corrected by spectacles if appropriate, may have an impact on their learning, access to the curriculum and inclusion.

**Behaviour Team (BESD):** can advise and help schools and families with identifying and addressing Social, Emotional and Mental Health needs (SEMH). They have a Specialist Teaching Team who provide support for mainstream schools in meeting the needs of children with challenging behaviour.

**Occupational Therapists (OTs) and Physiotherapists:** these health professionals work with children with physical difficulties, ensuring that their physical development is promoted alongside their academic learning and any physical difficulty they may have does not become a barrier to successful learning.

**School Nurse (SN):** provides staff training and care plans to help the academy support children with medical needs. They also support schools and families in identifying and addressing emotional and social needs. The school SENDCo will liaise with the SN on a regular basis.

### The Role of the SENDCo

At Dixons Manningham the SENDCo role is covered by the Assistant Vice Principal who has a responsibility for whole school monitoring of behaviour, health, inclusion and SEND. Specific responsibilities by the SENDCo include;

- assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with SEND in conjunction with the co-ordinator for gifted and talented pupils
- overseeing the day-to-day operation of the academy's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overseeing the records of all children with special educational needs
- monitoring and evaluating pupil progress to review the SEND register on a half-termly basis
- auditing practice and provision
- auditing class SEND documentation to be completed by class teachers on a half termly basis ensuring that pupil voice is sought and represented during meetings with professionals
- liaising with parents of children with special educational needs
- auditing and contributing to the in-service training of staff both teachers and other adults
- sourcing and ordering resources as required to meet pupil needs
- liaising with external agencies including: Learning Support Service, Behavioural Support Services, Educational Psychology, health including Speech & Language and social services, and voluntary bodies.
- Ensuring that own CPD reflects current legislation by attaining the National SENCO award.
- Deliver staff training to improve Quality First Teaching for all children including those on the SEND register (use of Lamb Inquiry when necessary).

### The Role of the Teacher

Responsibilities regarding SEND include:

- recognise and fulfil their statutory responsibility to pupils with special educational needs (SEND) as set out in this policy
- to ensure that regular accurate assessment of pupils is submitted as requested in order to facilitate identification of needs
- to plan, deliver and direct other staff in the delivery of additional and different provision having high expectations of pupils' progress.
- to maintain the documents as required in this policy such as;



1. IEPs for children on the SEND register through annotation against targets and provision and then reviewed half termly.
2. monitoring and evaluation forms for interventions delivered by other adults reviewed half-termly
3. class SEND files available in classrooms at all times for supply or support staff to refer to as required
4. to communicate with and follow advice from other agencies and incorporate this in IEP targets for pupils, ensuring that it is reflected on provision maps.

### **Monitoring and Reviews**

- It is the responsibility of the SENDCo to ensure this document is reviewed
- The review will reflect the new Code of Practice from April 2014 and any further updated SEND government documents
- The policy is to be monitored by the Governing Body