



# **Special Educational Needs and Disability Policy**

**Agreed by Governors: Autumn 2023**

**To be reviewed: Autumn 2024**

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# 1. Introduction

## **Introduction**

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive, and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

<http://www.telford.gov.uk/SEND>

# 2. Basic Information about SEND Provision

## **Principles and Objectives**

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

A child or young person has SEND 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. 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.

At Dothill Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum provides opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

*Special educational provision means;*

Educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the L.E.A.

- We endeavour to monitor all pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e.
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- We work closely with **all** parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.
- We believe that **all** practitioners are teachers of pupils with SEND and differentiate according to the needs of the children in their care.
- Monitoring the progress of all pupils is an ongoing process that enables early identification of any children who may require additional or different provision to be made.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
- Pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development and ensuring all contribute to the social and cultural activities of the school.

- Parents are encouraged to discuss any issues and concerns with the class teacher.

### **Management of SEND within the school**

- Parents are always kept informed of any additional or different provision being given and invited to contribute to and attend review meetings about their child.
- Pupils who make slower progress are given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school. (See Appendix 1.)
- All children receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2014: Page 09.

#### *1. Setting suitable challenges*

#### *2. Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.*

- We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

### **Co-ordination of SEND Provision**

- The Special Educational Needs Co-ordinator (SENDCo) for our school is Mr Matt Johnson
- The SENDCo is responsible for: -
  - Overseeing the day-to-day operation of SEND policy and keeping the policy up to date.
  - Co-ordinating provision for children with SEND.
  - Ensuring there is liaison with parents, teachers and other professionals in respect of children with SEND.
  - Managing teaching assistants (TA's).
  - Advising and supporting practitioners in the school
  - Ensuring appropriate Assess, Plan, Do, Review (APDR documents) are in place, that relevant background information about children with SEND is collected, recorded and updated.

- Reviewing APDR's (Assess, Plan, Do, Review documentation) and children's progress generally with class teachers on a termly basis.
  - Organising liaison with outside agencies (listed below) as well as Annual Review meetings of children with Educational, Health and Care Plans (EHCP's).
  - Analysis of data to inform action planning.
- The Head teacher has overall responsibility for financial resources, staffing levels, as well as staff deployment and in-service training.
  - The SENDCo is also responsible for ensuring that provision for SEND children is met by interagency co-operation. We work on a regular basis with various agencies. (Appendix 2)

### **The Role of the Governing Body**

The Special Educational Needs governor for our school is Mrs Laura Goodfellow.

The Governing Body should:

- Ensure that provision is made for pupils who have SEND.
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEND joins in with all pupils in the activities of the school, so far as is reasonably practical without compromising:
  - the child's needs and SEND provision
  - the efficient education of the pupils with whom they are educated
  - the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with SEND.
- Ensure that parents are notified of and included in the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

## **Admissions**

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed and their views sought.

Provision for pupils with SEND is a matter for the school as a whole.

Pupils with Education, Health and care Plans (EHCP's) and those without, are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. This is done in accordance with Telford and Wrekin's Admissions Policy.

## **Specialisms**

The school has experience in supporting children with a variety of needs. Staff have experience in supporting children with Attention deficit hyperactivity disorder (ADHD), speech and language difficulties, dyslexia, dyspraxia and Autistic Spectrum Disorder (ASD).

A variety of resources are available and small groups of children are able to use quiet areas of the school at times if appropriate.

Wheelchair users are able to access main areas of the school. Adaptations have been made in order to meet the needs of some physical disabilities - see accessibility plan.

### 3. Identification, Assessment and Review

#### **Resources**

A proportion of our budget is allocated for resources, which include materials for use in supporting children with SEND.

The provision of additional support from teaching assistants is made as appropriate from the delegated SEND budget.

Development of resources to support children with SEND is ongoing and linked with priorities in the School Development Plan.

We are continually developing our resource base of books, equipment, ICT. etc. available. (See appendix 3)

The children with Education, Health Care Plans (EHCP's) in our school receive support through a combination of teacher and teaching assistant support in a classroom context or a withdrawal group as well as any specific resources such as laptops or iPads to enable successful integration into everyday learning and to enable process.

#### **Identification and Assessment**

Most assessment takes place in school as part of an ongoing process of teacher assessment through teaching and learning. Some standardised tests are used when necessary which provide quick indicators of a child's difficulties in English and Mathematics skills and may provide evidence of a child's rate of progress.

We are committed as a school to the early identification and intervention of children who may have SEND. Detailed observations are made in a variety of contexts as well as assessing recorded work. Information is also obtained from parents/carers and any other records from previous schools.

The graduated response adopted in the school recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the Local Authority Policy.

#### **A graduated approach:**

#### **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 SEND 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.

f) If a pupil has recently been removed from the SEND register 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 recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.

i) Parent's evenings are used to monitor and assess the progress being made by children.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SENDCo's records. 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. The support provided consists of a four - part 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.

If a teacher identifies a child who may have SEND then a process is set in motion involving steps towards taking school action. It may be necessary to devise an Assess, Plan, Do, Review (APDR - See Appendix 5 and 6 for examples). This sets out any

arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENDCo and parents/carers and involves them in arranging interventions, strategies, programmes and additional support. This is shared with the child and reviewed each term, or as appropriate.

Further advice and professional support are sought and implemented as is considered necessary for the individual needs of the children.

If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from Health, Social Services, Support Services or the Education Psychological Service may be involved with the child. A new APDR will be drawn up in consultation with the parents/carers.

The APDR is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, the Local Authority may issue an Education Health and Care Plan (EHCP).

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

The SENDCo ensures that all the appropriate records are centrally kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/next school etc.

**Learning Mentor** - Some children need some support in their social or emotional development. These needs can then be addressed through small group interaction and structured activities in a calm and comfortable setting.

All children should be nurtured in accordance with their individual needs. Our school learning mentor is also a trained Emotional Literacy Support assistant (ELSA) and supports children facing challenges such as; bereavement, anger management, self-esteem issues. Our trained Emotional Literacy Support assistant is supported by our link Educational Psychologist to provide appropriate support and intervention for

example; social stories, therapeutic stories, counselling skills such as solution focused and friendship.

### **Curriculum Entitlement**

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including observations, assessments at end of Key stage, objectives of the National Curriculum 2014, Local Authority assessment pack and standardised tests. All information gained is used to support planning in order to aid progress.

### **Inclusion**

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

### **Review**

We regularly monitor and review the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENDCo and subject leaders monitor classroom practice, analyse pupil tracking data and test results and identify value added data for pupils with SEND.

### **Procedures for Concerns**

We endeavour to do our best for all children but if there are any concerns, we encourage those concerned to approach the class teacher in the first instance, the SENDCo or the Head Teacher and a response will be made as soon as possible.

## 4. Staffing Policies and Partnerships

### **Professional development for staff:**

All staff and the SENDCo are to be involved with further training in line with the priorities identified in the School Development Plan.

SEND issues may be discussed during our regular staff meetings. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation.

The SENDCo attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

### **Support services available:**

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND Support Services, Health Services, Social Services, etc.

Advice and support from outside agencies can be purchased if a need is identified.

The various Support Services available are listed in appendix 2. There are also various voluntary agencies that the school can contact which provide support for parents, if applicable.

### **Partnership with parents:**

The school is committed to involving parents/carers in their child's education. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in home/school record books if appropriate. APDR's (Assess, Plan, Do, Review documentation) encourages parents to give their view and set appropriate targets in liaison with the class teacher. These are sent home termly and kept in the class teachers SEND file which is accessible to staff working in the class.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Parents/carers are encouraged to use the Parent Partnership Service (see appendix 2) for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

We promote a culture of co-operation between parents, schools, Local Authority and others. This is important in enabling anyone with SEND to achieve their full potential.

We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

### **Pupil participation:**

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.

Pupils participate where possible, in all the decision-making processes, including setting targets and contributing to their APDRs (Assess, Plan, Do, Review cycle), discussing their choices, assessment of needs and in the review procedures. APDRs (Assess, Plan, Do, Review) are shared with pupils and the interventions or support put in place to help meet the child's needs are explained by their class teacher.

### **Transfer arrangements**

We have procedures in place to ensure that transfer arrangements with all other educational establishments take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

When a pupil changes school all records are sent to the receiving educational establishment for their attention. The SENDCo endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Transition from nursery to school is planned and prepared for by visits and professionals' meetings to ensure a settled start and the identification of any needs. Transition to secondary school for children with EHCPs is planned and prepared for over the summer term or earlier if required, with necessary arrangements made to suit the needs of the individuals


## 5. Arrangements to Monitor and Review the Policy

The SEND Policy is evaluated and reviewed annually.

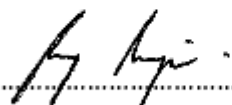
The SEND Policy should be read alongside the Behaviour, Equal Opportunities and More Able Policy as they are directly linked.

The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

Signed..........Date 15.11.23

(Head teacher)

Signed..........Date 15.11.23

(Chair of Governors)

## APPENDICES

1. Differentiation models
2. List of Support Services
3. Resources Sheet
4. APDR example
5. APDR review example
6. APDR letter to parents example
7. APDR parent voice example

## APPENDIX 1

### Differentiation: Practical Models

1. **Differentiation by task:** Children either as individuals or groups, will be given different tasks based on prior attainment.
2. **Differentiation by outcome:** Children will be working on the same task following a common stimulus, but the teacher will have a range of expectations based on previous learning and will make individual comments to children based on the outcomes for that activity.
3. **Differentiation by support:** Children will work on a common task but a group or an individual will receive additional support from the class teacher or another adult who may use a variety of techniques to aid the children in that task.
4. **Differentiation by resources.** (Children will be set a common task, but will be given different resources that may extend or support them).
5. **Differentiation by input:** Children will be given a particular task but whereas some children are set directly to the task, others have it broken down into small manageable steps.
6. **Differentiation by grouping:** Children will have a common task to complete but some or all are grouped in a way that would enable them to achieve success.
7. **Differentiation by extension:** Children will be set a common task but a group or individual will receive an additional challenge by way of an extension to the task.
8. **Differentiation by information:** Children will be set a common task but will be given different information or different amounts of information which may extend or support them.
9. **Differentiation by role:** Children will undertake a joint task but individuals will be given separate roles in achieving the task.
10. **Differentiation by recording:** Children will be set a common task but there will be different recording demands according to the prior attainment of children.
11. **Differentiation by pace:** Children will be given a common task but the time allocated for completion of the task is based on prior attainment.



## APPENDIX 2

S.E.N. DIRECTORY OF SUPPORT SERVICES <http://eps.taw.org.uk/>

Learning Support Advisory Teacher - Ceri Hurst	01952 381045
Educational Psychologist - Jane Park	01952 385 216
Family Connect -	01952 385385
School Nurse - Emma Tomkins	01952 62134
SEND Governor - Laura Goodfellow	01952 386870
NSPCC Child Protection Helpline	0800 800 500
Sensory Inclusion Service	01952 522660

## APPENDIX 3

In school we offer a range of resources and interventions. If your child receives outside agency support, we will always follow their recommendations and implement any new or different resources to better meet the need of the child.

### RESOURCES:

- Range of reading schemes
- Read Write Inc programme and reading books
- Fresh Start phonics programme (KS2)
- Progression in Phonics activities
- Precision teaching (after assessment and baselines obtained)
- Social Narratives (written for a specific child by trained staff)
- Roll and Write
- Cool kids
- OT resource pack (for assessment of need and interventions)
- Speed up handwriting scheme
- Spelling dictionaries
- Word Workshop activities
- Dyscalculia and dyslexia screening (as part of the graduated response carried out by LSAT)
- Rapid maths
- Numicon
- Breaking barrier (numicon)
- Access to Laptop and iPad
- Use of Electronic Library (Bug Club)
- Range of pen, pencil grips, holds and scissors
- Writing slopes
- Wobble cushions and fiddle toys
- Sensory room
- Learning mentor and ELSA intervention
- Toe by Toe dyslexia intervention
- Coloured overlays and rulers
- Access to information and books on many areas of need
- Visual timetables and now, next, then boards
- Safe spaces around school that children can use when/if they become overwhelmed in class.
- Wellbeing areas in classes
- Wide range of games/activities in classrooms

## APPENDIX 4



# Assess- Plan- Do- Review Assess, Plan, Do, Review Cycle

### Assess

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Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

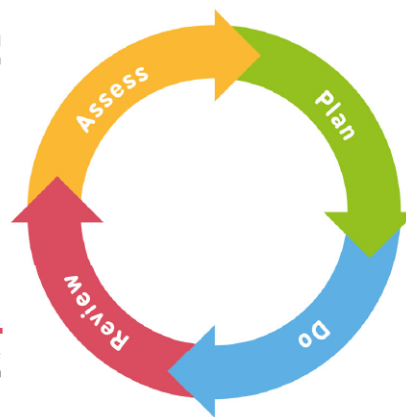
### Review

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Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



### Plan

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Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

### Do

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Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Name:                      Year:                      Teacher:                      Term: Autumn term

Primary Need:                      Level of support: SEN Register

Diagnosis: (in progress)

<b>Assessment</b>	
<b>Attainment</b>	<b>External agency involvement</b>
Reading age: Writing: Maths:	
<b>All interventions below are subject to change depending on needs</b>	
<b>Plan (Outcomes)</b>	
1. 2. 3.	
<b>Do (Interventions)</b>	
1. 2. 3.	
<b>Review (To be completed at the end of term with parents/carers)</b>	
<b>End of term review of outcomes and next steps</b> 1. 2. 3,	
<b>End of term Assessment:</b> <b>Reading:</b> <b>Writing:</b> <b>Maths:</b>	
<b>Key Questions:</b> What has gone well this term? What could have gone better? What would your main target for next term be?  <b>Parent view:</b>	

<p><b>Date:</b></p> <p><b>Pupil view:</b></p> <p><b>Date:</b></p> <p><b>School view:</b></p> <p><b>Date:</b></p>
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## Appendix 6

# **DOTHILL PRIMARY SCHOOL**

Severn Drive, Wellington, Telford, Shropshire, TF1 3JB  
Telephone 01952 386870



**Head Teacher: Becca Butler**

Dear Parents/Carers,

Your child is identified by their class teacher as needing a little extra support in certain areas of their learning. Please find a copy of your child's autumn term Assess, Plan, Do, Review (APDR) which will outline interventions that will be actioned to achieve the specific outcomes. If you have any queries and would like to discuss the document further please contact your child's class teacher in the first instance.

We would value any feedback or comments you would like to make regarding this provision and/or any progress you notice at home in these areas. Please complete the enclosed 'views and suggestions' form. It would be great to hear any comments that you would like to make.

Thank you for your support.

Mr Matt Johnson  
Assistant Head Teacher and SENDCo

## Appendix 7

# DOTHILL PRIMARY SCHOOL

Severn Drive, Wellington, Telford, Shropshire, TF1 3JB  
Telephone 01952 386870



**Head Teacher: Becca Butler**

Your views and suggestions are very valuable to us and your child. Please complete the following so we know you have received a copy of your child's provision map and return to Mr Johnson via the class teacher or the school office. Thank you

Childs name:

Class:

Your name:

Signature:

Do you value this information?

Do you find this information useful?

Do you feel your child is making progress towards their expected outcomes?

Do you have any concerns, suggestions or extra information you would like to share?

Thank you for taking the time to complete this information, we really appreciate your time and support.