



Dunstable Icknield Lower School

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Priory Partnership Special Educational Needs and Disabilities Policy 2017 - 2018

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Dunstable Icknield Lower School is committed to safeguarding and promoting the welfare of children and young people.



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SECTION 1 - Contact Details:

| School | SEND Coordinator | Contact details |
|--------------------------|------------------|--|
| Priory Academy | Miss Wilson | ywilson@priory.academy.co.uk 01582 661158 |
| Dunstable Icknield Lower | Miss Law | senco@icknielower.bedssch.co.uk 01582 663709 |
| Studham Lower | Mrs Dryden | 01582 872337 studham@cbc.beds.sch.uk |
| Watling Lower | Mrs Michaels | contact@watlinglower.cbeds.co.uk 01582 662232 |

All SEND Coordinators are members of the Senior Leadership Team at their schools, which shows a commitment to raising the profile of SEND in our schools, ensuring that all children's needs are taken into consideration and that appropriate provision is made for them.

Across the Priory Partnership, we believe that it is the responsibility of all class teachers to meet the needs of all groups of learners including those with special educational needs.

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age; or
- 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.

Definition of Special Educational Provision

- For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools [...].

Taken from the SEND Code of Practice 0-25, DfES, 2014



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SECTION 2: Aims

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

SECTION 3: Identifying Special Educational Needs

6. The code advises and it is our policy that:

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make successful transitions.

It further goes on to identify four broad areas of need. These are defined as:

- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs.
7. When identifying special educational needs, the Central Bedfordshire document ‘Guidance on SEND: graduated approach (Revised January 2016)’ is used.
 8. Physical needs are not necessarily an indication of a SEND requirement although consideration should be given to “Supporting pupils at school with medical conditions” (DfE April 2014).
 9. All schools within the partnership keep a list of children who have been identified as having special educational needs. This is known as the SEND list and is reviewed at least termly.

SECTION 4: A Graduated Approach to SEND Support

10. The code makes it clear that children should only be entered on to the SEND list if they fail to make progress once they have had all the interventions and adjustments that characterise good quality personalised teaching.



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11. Teachers remain responsible for the progress and development of the pupils in their class. It is the teacher's responsibility to access the support they need by involving other adults as necessary. Formative assessment data will be a key part of the identification process. High quality teaching and learning is at the centre of everything.
12. If a teacher feels that a SEN intervention is required, the teacher should discuss the child with the SENCo in the first instance. The SENCo is then responsible for ensuring that all appropriate strategies have been used up to this point. It is then the joint responsibility of the SENCo and teacher to consider the achievement and progress of the child compared to their peers.
13. This will be done in close consultation with the parents/carers and their knowledge of their child will help to inform the process.
14. The process will be underlined by the **Assess – Plan – Do – Review** cycle.

SECTION 5: Managing Pupil Needs on the SEND list

15. The Individual Education Plan (IEP) or SEND Support Plan is the cornerstone of the cycle. Every adult who has a teaching responsibility to a child on the SEND list must have an up to date copy and must know the process for feeding back relevant information. This will vary depending upon the internal arrangements of each partnership school.
16. A plan may be reviewed at any time but not less than three times a year. Children and parents/carers are central to the review process.
17. The SENCo may seek help from outside specialists such as Speech and Language therapists, educational psychologists or occupational therapists.

SECTION 6: Criteria for Exiting the SEND list / record

18. The SEND list is reviewed at least termly. It is anticipated that pupils who have been identified as having special educational needs will not necessarily always remain on the school's SEND list.
19. Children's progress is monitored regularly. If they are making sustained progress and in discussion with their parents/carers, they can be removed from the SEND list. Their progress will continue to be monitored.

SECTION 7: Supporting Pupils and Families

20. We aim to:
 - value the contributions parents/carers make to the education of their children;
 - seek views and involve parents/carers in all aspects of their children's education and special educational provision;
 - provide access to information concerning their children's needs and education;
 - deal sensitively and effectively with any parental complaints about SEND provision.
21. There are well-established transition arrangements for those children transferring from Year 4 to Year 5. SENCos from all partnership schools work together to ensure smooth transition for children with SEND. These arrangements are reviewed at least annually and are used flexibly through discussions with school staff, parents/carers and children.



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22. Independent support for families of children with SEND is available through the Central Bedfordshire Council SEND Parent and Young Person Partnership Service.

<http://www.centralbedfordshire.gov.uk/learning/local-offer/talk/parent-partnership.aspx>

23. Please refer to individual school's websites for admission arrangements.
24. For further information on what is available locally, please refer to the Local Authority Local Offer which can be found via the link below:

<http://www.centralbedfordshire.gov.uk/learning/local-offer>

SECTION 8: Supporting Pupils at School with Medical Conditions

25. The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 and the DfE's 2014 'Supporting Pupils in School With Medical Conditions'.
26. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
27. Please refer to individual schools for further details on how your school supports children with medical conditions.

SECTION 9: Monitoring and Evaluation of SEND

28. The effectiveness of the Partnership SEND Policy and Provision is monitored and evaluated through:
- Monitoring of classroom practice by senior leaders, SENCo and subject leaders;
 - Analysis of pupil tracking data and test results:
 - for individual pupils;
 - for cohorts;
 - Monitoring of procedures and practice by SEND governor;
 - School self-evaluation, using a variety of approaches
 - The School Development Plan
 - Termly consultation with class teacher and feedback from parents/carers.

SECTION 10: Training and Resources

SEND Funding

29. The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced.
30. The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice primarily from the Headteacher.
31. The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources.



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Training

32. In order to maintain the quality of provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff attend training in order to better understand the needs of the children they teach. All staff have access to training, including teaching assistants. Occasionally, specialised training will be necessary to support the needs of a particular pupil.

Training will be accessed in a range of ways:

- In school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service, ASD Advisory Service
 - Attending accredited courses run by the LA or other specialist agencies
 - In school training by the SENCo
 - School to school support in the Partnership
33. The induction process for new teaching staff includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
34. The school's SENCo regularly attends SENCo liaison meetings in the local area in order to keep up to date with local and national updates in SEND.

Local Links

35. The school works closely with Partnership schools to adopt a broadly consistent approach. SENCos in the Partnership schools liaise closely to provide information about pupils with SEND at transition times
36. Pupils with SEN are always discussed when Priory Academy heads of year visit partnership schools at the end of the school year.
37. In the case of the transfer of a child with a statement or EHCP, the necessary consultation will take place to ensure a smooth transfer and where appropriate the pupil may visit the receiving school several times.
38. We have links with the Chiltern School and take part in their inclusion plan.

SECTION 11: Roles and Responsibilities

Role of SEND Governor

39. The Governing body, in conjunction with the head teacher, is responsible for determining the school's general policy. A member of the Governing Body is appointed as SEND Link Governor. Their responsibility is to ensure that children with Special Educational Needs and Disabilities receive appropriate provision to have their needs met. This applies to all children who are on the School's SEND list. In addition, the SEND governor, through liaison with the SENCO, ensures the governing body remains up-to date and knowledgeable about the school's SEND provision.
40. The Headteacher is responsible for the day-to-day management of the school's SEND Policy.



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Role of SEND Teaching Assistants

41. Teaching Assistants are a valuable part of the support for pupils with SEND. The Head Teacher maintains overall responsibility for all teaching assistants. Teaching Assistants understand and follow the school's procedures for supporting pupils with SEND.

The role of the teaching assistants is:

- To support the provision of SEND within the school.
- To follow programmes set by class teacher/SENCo/outside agencies.
- To keep records and monitor pupils' progress using the procedures employed by the school.
- To help and assist pupils with SEND, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning where appropriate

42. Designated Staff with Safeguarding Responsibility at Dunstable Icknield Lower School

- Safeguarding Lead: Mrs Glynn Stirling
Safeguarding Deputy: Mrs Jo Beswetherick
Safeguarding Team: Miss Faye Law (SEND children)
Safeguarding Team: Mrs Lorraine Arthur (Early Years)

Funding for Pupil Premium Grant /Looked After Children

43. The Head Teacher is responsible for managing the funding for Looked After Children (LAC) and Pupil Premium Grant (PPG).

Pupils with Medical Needs

44. Designated First Aiders are responsible for managing the school's responsibility for meeting the needs of pupils with medical needs. A list of First Aiders is kept in the school office.

SECTION 12: Storing and Managing Information

45. All records of pupils with SEND are stored in line with the Data Protection Act.
46. It is important that teachers or other educational professionals working closely with the child or young person should have full knowledge of the child or young person's special needs.
47. School governing bodies should have access to a child's plan commensurate with their duties towards pupils with SEND and should always bear in mind the need to maintain confidentiality about the child in question.
48. Where confidential information is to be transmitted electronically it should only be sent using a secure system as advised by the Local Authority.

SECTION 13: Reviewing the Policy

49. The Policy will be reviewed in line with the School Development Plan or sooner in the event of revised legislation or guidance.



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SECTION 14: Accessibility

50. We are fully committed to providing an inclusive education to allow children with disabilities to access the school curriculum where it is reasonable to do so. Where necessary, the school may adapt teaching methods and provide supportive materials to aid access to the curriculum for children with specific disabilities.
51. The school building enables access for all wheelchair users.
52. Parents/carers of children with SEND can contact the SENCo or the Headteacher via the following email addresses at any time;
 - SENCo senco@icknielower.bedssch.co.uk
 - Headteacher dunstable@icknielower.bedssch.co.uk

SECTION 15: Dealing with Complaints

53. The school endeavours to maintain close working relationships with parents/carers at all times. If parents/carers have a complaint concerning SEND provision for their child, they should discuss this initially with the class teacher. If the situation remains unresolved they should be referred to the SENCo. Should the matter still be unresolved the parents/carers should contact the head teacher. See the school's Complaints Policy.

SECTION 16: Bullying

54. We are committed to providing a safe environment, where all of our children can learn confidently and build resilience. The school Anti-Bullying Policy lays out the school's stance and response to any incidences of bullying.

SECTION 17: Appendices

55. The school's SEND Information Report can be found online at http://dunstableicknield.eschools.co.uk/website/special_educational_needs_and_disabilities_send/47587
If you wish to receive this in another format, please contact the school office.

Compliance:

57. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (May 2015) and has been written with reference to the following guidance and documents:
 - Equality Act 2010: Advice for Schools DfE Feb 2013
 - SEND Code of Practice 0-25 (May 2015)
 - Schools SEN Information Report Regulations (2014)and any other guidance published by the DfE.