



Special Educational Needs Policy

Identification, Assessment and Provision

This SEN Policy works alongside and in conjunction with the Norfolk, Partnership and school's local offers, and various other school policies, for example Accessibility, Attendance, Behaviour and the Pupil Premium Statement, and is embedded in the Teaching and Learning Framework of the school.

The school's local offer can be found on the website.

Provision for children with special educational needs is the responsibility of the Governing Body, the Head teacher, the SENCO and all other members of staff.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The school will work in close collaboration with parents in order to achieve successful outcomes for all children.

The school uses a 'stepped' approach to identifying and planning for special educational needs:

STEP 1 - Differentiated work

Some pupils experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher and a range of strategies will be tried in order to remove barriers to learning. Progress at this stage will be tracked three times per year by the school's tracking systems, as with all children.

STEP 2 - Interventions

If the child does not make progress, the next step will be to review the effectiveness of these strategies in conjunction with the SENCo. The review may lead to the conclusion that the pupil requires support that is additional to and different from the curriculum available for the majority of children of their age. Specific interventions/booster sessions will be arranged and monitored by the SENCo in collaboration with the class teacher. The outcomes of the interventions will help to

establish whether or not there are special educational needs which are contributing to the delay, or whether there are other barriers to learning, in the following areas:

- Communication and Interaction (Speech and Language)
- Cognition and Learning (e.g. English and Maths)
- Social, Mental and Emotional Health
- Sensory and Physical

At Dussindale we focus on early identification. It is to be expected that there will be more intensive support in the earlier years, with higher numbers of interventions which should then be reduced later on.

The greatest success is achieved where school and family work together during the period of intervention; by working together a more holistic picture of the child's needs is created to inform the next steps. If the short-term interventions fail to have significant impact on narrowing the gap for children falling behind, we move to Step 3.

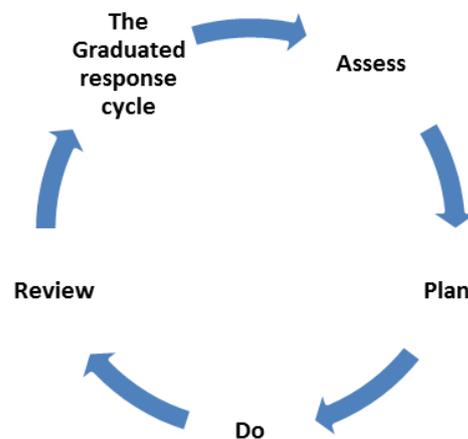
STEP 3 - Identification of Special Educational Needs - A Graduated response

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

"Children have a *learning difficulty if they:*

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)

Once a potential special educational need is identified, a four part cycle is used to put effective support in place:



1. Assess

Where barriers to learning persist, there needs to be a clear analysis and assessment of the child's needs which is regularly reviewed. When SEN support is put into place the teacher, the pupil, the parents and SENCO will be involved. Trained staff can administer specific in-house screening assessments; however, if appropriate, specialist services will be called upon to assess a child's needs. Parents/carers will be asked to sign an information sharing form to ensure effective communication between all of the professionals in order to achieve the best outcomes for the child.

2. Plan

A provision plan (outlining specific support) will be created and followed by all adults coming into active learning situations with the child. Specialist Services and teachers with additional specialist qualifications may provide specific interventions or strategies to be followed.

3. Do

The class or subject teacher remains responsible for ensuring the child receives the appropriate provision. Where interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. As well as monitoring interventions, the SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review

Where a pupil is receiving SEN Support, schools will contact parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. Individual pupil progress at SEN Support Level will be intensively monitored by the class teacher and SENCo.

Formal Assessment

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan (EHCP) will be started by the SENCo in conjunction with the parents/carers and other specialist services, following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority. Details of these arrangements are available from the SENCO at the school.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Monitoring provision for children with SEN-D

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCO works with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.

The identified SEN-D Governor is encouraged to take a full challenging role regarding the progress of children with both the SENCO and Head-teacher during termly updates. A full report (anonymised) on the progress of children with SEN-D will be presented to the Governing Body once per year.

This policy was agreed by Governors

Signed-----

Date: 24th May 2016

Review Date: Spring Term, 2017