



SEN and Disability Policy

'This setting will treat all people with equal respect and concern, and will respect, value and celebrate their individuality. Any incidents of discrimination will be recognised, recorded and challenged in such a way as to promote a positive outcome for all.'

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice) 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Charmouth Primary School.

The designated teacher responsible for co-ordinating SEND provision for children/young people is the Mrs Caroline Dare. She is a member of the Senior Leadership Team.

Mrs Dare can be contacted at the following address:

Charmouth Primary School
Lower Sea lane
Charmouth
DT6 6LR
Tel: 01297 560591
Email: office@charmouth.dorset.sch.uk

The Governor with oversight of the arrangements for SEN and Disability is: Mrs Lynne Wheatley. Her contact details are:
office@charmouth.dorset.sch.uk

SCHOOLS MISSION STATEMENT

We aim for children to become confident, creative and independent learners nurtured in a safe, caring and happy environment that promotes challenge and adventure.

This policy was developed in conjunction with parents of children who are on the School SEND register. They met to discuss and summarise the new Code of Practice and complete a parent questionnaire to express their thoughts on their understanding and thoughts of SEND in our school. Staff have been involved in deriving the aims and graduated approach to the SEN support whilst the children have taken part in Pupil Progress reviews about their learning.

OUR SCHOOL'S BELIEFS AND VALUES AROUND SEND

- Every teacher is a teacher of every child or young person including those with SEND.
- All children, regardless of ability, should have every opportunity to reach their full potential through supported provision and accessibility of the whole curriculum.
- The school will make every effort to ensure accessibility of the whole curriculum and every part of school life as far as is practicably possible for every child.
- The school will try to ensure that disability is no barrier to progression in learning and development.

AIMS

Charmouth Primary School has high aspirations for all children identified as having an SEN or disability in our school. We strive to ensure all children achieve their best, that they become confident individuals living fulfilling lives, and that they make a successful transition into adulthood, whether into employment, further or higher education or training. Our school provides a focus on outcomes for children and young people, tailoring the provision towards their needs. Our school will:

- Work in partnership with parents to support children's learning and health needs.
- Create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- Identify at an early age, individuals who need extra help and attention.
- Enable each child to take part in and contribute fully to school life.
- Help all children develop self-esteem as individuals.
- Provide access to and progression within the curriculum.
- Involve children in planning to address and monitor their special educational needs or disability.
- Provide quality training for staff that enables them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.

- To operate a “whole child, whole school” approach to the management and provision of support for children with special educational needs and /or disability.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy.
- To provide support and advice for all staff working with children with SEND

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Charmouth Primary School’s arrangements are published on supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy.

Policies and practice will be monitored through the Governing Body.

THE ROLE OF THE SENCO

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching. (*Role of the SENCO in Schools SEND Code of Practice, 6.89*)

THE ROLE OF KEY STAFF TO SUPPORT CHILDREN IN VULNERABLE GROUPS

Working collaboratively with the SENCO, the Designated Safeguarding Lead, the members of staff responsible for Looked After Children and Pupil Premium will support children in vulnerable groups.

ADMISSION ARRANGEMENTS

Charmouth Primary School use the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, securing admission to school, In addition to this, Charmouth Primary School makes appropriate, reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Charmouth Primary School liaise with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority’s website.

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS/DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and the reported upon annually by the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed “The Equality Act 2010 and schools- (May 2014)’. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

Physical environment:

- Wheelchair access
- Disabled toilet
- Acoustic tiling - sound boards
- Assistance during exams
- School transport

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information on how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirements to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at <https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer> and then by using the search engine to find our school or other Dorset schools. The local offer website holds a directory on facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 – 25 (July 2014) identifies SEND under four broad areas of need) Sections 6.28 to 6.35)

- i. Communication and Interaction
- ii. Cognition and Learning
- iii. Social, Emotional and Mental Health Difficulties
- iv. Sensory and/or Physical Needs

Children may have needs in more than one category and we aim to ensure that distinct plans match individual learning requirements. We identify the needs of children by considering the needs of the whole child.

School staff use a wide range of tools to assess the amount and level of SEN needed. Decisions will be made using both formal and informal assessments of your child including:

- Adult observations over a period of time
- Monitoring data (collated and analysed each term where children are discussed during pupil progress meetings with the head teacher and your child's teacher).
- Discussions with parents/pupils
- Advice sought by the SENCO from outside agencies e.g.

Educational Psychologist discussions, Speech and Language etc

- Standardised tests
- Medical information

Learning needs are managed by using School/SEND support or by having an Education, Health and Care Plan (EHCP). The majority of children with special educational needs or disability will have their needs met at the school support level.

Our teachers are responsible and accountable for the development and progress of all the children in their class, including where children access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly and carefully review the quality for teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress, it is likely that a child may have special educational needs. If a child has been identified as having special educational needs, a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child has SEND, the decision should be recorded in the school's records and the pupil's parents **will** be formally informed that special educational provision is being made.

The SENCO will use the school's tracking systems and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

- Attendance and Punctuality
- Health and Welfare
- EAL (English as a Foreign Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Disability where there is no impact on progress and attainment
- Bereavement and family issues

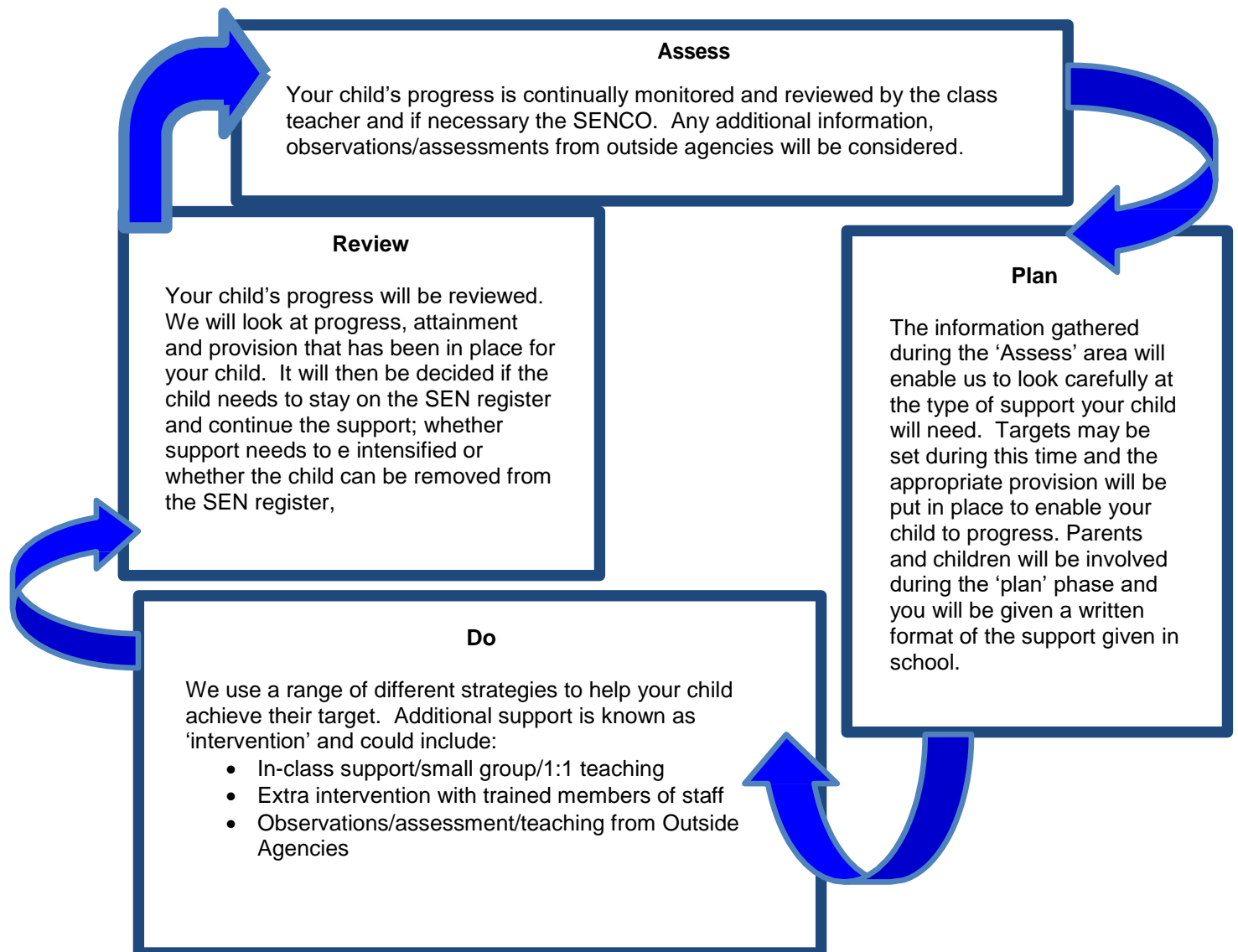
MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEN and/or a disability, Charmouth Primary School adopts a process of 'Assess, Plan, Do and Review'. This method is detailed in the SEND Code of Practice: 0 – 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

What will the school do to support my child?

Your child's targets will be set and the progress will be monitored by the class teacher. In addition, your child will receive support from a teaching assistant.

At Charmouth Primary School, we follow a process of providing support for children. This is through a cycle known as 'Assess', 'Plan', 'Do' and 'Review'.



MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

At Charmouth Primary School, we assess children's learning three times a year. Closely monitoring pupils enables us to identify the children who are not making expected progress. We use different assessment tools to measure children against age related expectations including end of Year National Curriculum expectations and Early Learning Goals.

Parents are invited to a termly parents evening with the class teacher to discuss their child's progress and attainment. Where a teacher identifies that a child is not progressing as expected, they will invite you to a pupil progress meeting at an alternative time so that more time can be given to discuss any concerns and agree actions to support the child.

If a child has a statement or EHCP parents are invited to attend review meetings at least three times a year with the SENCO and class teacher. One of those meetings will be the child's Annual Review to which parents will be invited. All staff involved with the child contribute to the review. The child will take part in these meetings and will also be expected to contribute.

All children on the SEND register have a Provision Pathway; a document outlining the support that a child will receive over the coming term. See appendix A.

COMING OFF THE SEND RECORD

A child will be removed from the SEN Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully, making progress in alignment with peers. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children, it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Charmouth Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Charmouth Primary School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. [See the school's policy on 'Supporting children at school with medical conditions.']

TRANSITION ARRANGEMENTS

Charmouth Primary School is committed to ensuring that parents have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed to the next phase of education.

How will the school prepare and support my child to join school?

At Charmouth Primary School, we ensure that your child is fully prepared to join our school through a careful, well thought transition plan. We have strong links with feeder pre-schools/nurseries. To ensure a smooth transition we will:

- Visit your child in the pre-school setting. If we are unable to do this, we will make sure that we speak to your child's keyworker to gain as much information as possible to support the transition.
- Use paperwork sent from pre-schools/nurseries such as your child's learning journeys and any medical/SEND information.
- Hold a number of visits during the Summer term before your child starts school. These are opportunities for you to find out about our school in greater depth and to meet the class teacher. They also allow time for your child to explore and feel comfortable in the classroom and school environment and get to know key adults.

Sharing of information is encouraged between settings and if necessary additional meetings can be arranged at this stage to alleviate any concerns which you may have.

How will transitions be managed between different classes at Charmouth Primary School?

Towards the end of the summer term when the class structure has been confirmed, all the children in the school take part in a 'Swap Morning.' The children spend a morning with their new class teacher getting to know each other and establish some routines for the start of the autumn term. During this time, teachers will talk to each other about each member of the class and pass on important information.

We are aware that for some children transition to a new class can present a significant challenge and lead to high levels of anxiety. This is particularly the case for children on the Autism Spectrum and for those identified with social, emotional

and mental health needs. These children may be offered extra transition opportunities such as preparation for change through the use of social stories, familiarisation visits to their new teacher and teaching area, a higher level of adult support etc.

How will the school prepare and support my child to transfer to a new setting/secondary school?

We work hard to ensure transition to a new school is as seamless as possible and is an exciting experience for the children. Transition to a new school is often a worrying time and even more so if your child has SEN. We will do our best to ensure:

- Your child is offered extra transition opportunities (should this be required)
- Meet with the SENCO of the secondary school to share information
- Complete transition books to support your child with any new routines
- Contact agency support (if necessary) to become involved with the transition
- Meet with parents and the SENCO of the secondary school (if necessary) to discuss issues surrounding transition.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and pupils and when required.

The SENCO will provide information on specific needs for new staff.

Schools need to indicate where the SENCO will network for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Governor responsibility (see information relating to Supporting children at school with medical conditions)

Off site activities and training requirements

SEND INFORMATION

Charmouth Primary School presents its SEND information in three ways:

- By information placed on the school website which can be found at www.charmouth.dorset.sch.uk
- By following the link from the school website to the local authority's Local Offer website: <https://charmouth.dorset.sch.uk/send/>
- Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other forms upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Charmouth Primary School publishes its accessibility Plan on the school website. This information can be found at <https://charmouth.dorset.sch.uk/policies/> Further information about our school's accessibility can be found on the local authority's Local Offer website: <https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues with the SENCO.

Charmouth Primary School publishes its Complaints Policy on the school website. This information can be found at www.charmouth.dorset.sch.uk/about-the-school/policies/

REVIEWING THE SEND POLICY

This policy will be reviewed annually and updated. Parents, staff, governors and children will be involved in the review process. Parents will be asked to complete a SEND questionnaire of their experiences during the year. They will be asked to comment on what they have felt has gone well and what could improve.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions
 Accessibility Plan
 Equality Information
 Safeguarding Policy
 Anti bullying Policy
 Complaints Policy

Signature of Chair of Full Governing Body	S. Lord
Signature of Headteacher:	L. Cornish
Adopted date:	08.07.2020
Reviewed:	
Next review date	
Reviewed annually	

Appendix A- Provision Pathway Template

Date:	Name of Pupil:	Date of Birth:	
Start Date:	Review Date:	Year Group:	Teacher:
People Present			
What do you feel your child strengths are? What do they enjoy doing at home?			
Are there any other factors that you feel may be affecting your child progress (for example, medical, home circumstances, family history etc)?			
Have you seen any changes in their attitude to work? Do they complete homework without out any issues? Do they read at home?			
What is important to your child now? or in the future?			
Questions to answer/issues to resolve			

School comments:

Strengths:

Areas to be developed:

Pathway Programme:

Outcome	Solutions – what and how	Who will do this?	By when/Review	Achieved
Parent/Carer Involvement:		Additional Information:		
Parent /Carer Signature:				

