



# Believing and Achieving Together

## Our Vision

Every child is inspired to achieve within our safe and happy schools. We teach children to embrace the opportunities, responsibilities and experiences of life. Nurturing relationships are built between school, home, Church and community.

Everyone is valued and able to grow in the love of God.

## Introduction

Dunton and Wrestlingworth VC Lower Schools are inclusive schools and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to all areas of the curriculum.

Everyone within our schools is committed to providing the conditions and opportunities to enable any child with Special Educational Needs and Disabilities (SEND) to be included fully in all aspects of school life.

The schools follow statutory guidance published as the Special educational needs and disability code of practice: 0 to 25 years in January 2015.

The Special Needs policy at both schools supports the stated ethos in the foreword:

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. *(Dr Dan Poulter & Edward Timpson, 2015)*

**Definition of Special Educational Needs** 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.*

## Our Aims

At Dunton and Wrestlingworth VC Lower Schools we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate

- to ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- to identify, assess, record and regularly review pupils' progress and needs
- to involve pupils and parents/carers in planning and supporting at all stages of their children's development
- to work collaboratively with parents, other professionals and support services
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

### **Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs
- acquire, assimilate and communicate information at different rates
- require different strategies for learning
- need a range of different teaching approaches and experiences

Teachers respond to these needs by:

- providing support for children who need help with communication and language
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely.

### **Responsible Persons**

The Warnock Committee in 1981 stated that approximately 20% of the school population would have some form of special educational need during their school life and therefore *all teachers must make provision for children with special needs within their mainstream classroom.*

Provision for children with special educational needs is a matter for the school as a whole. The Class Teacher is responsible for the planning and assessment for their whole class including children with SEND. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

All teaching staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. The staff work as a team to help identify, assess and support children with SEND.

The Head teacher allocates specific Teaching Assistant (TA) support to meet the needs of children with SEND. This may include delivery of 1:1 programmes to support children with their social, emotional and behavioural needs. These programmes may include work on self-esteem, emotional recognition and managing behaviour.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

### **Our SEND Governor is Lauren Hill**

The person coordinating the day-to-day provision of education for pupils with SEND at Dunton VC Lower School is **Susan Watts, SENDCo.**

The person coordinating the day-to-day provision of education for pupils with SEND at Wrestlingworth VC Lower School is **Maria Poultney, SENDCo**.

### **Admission arrangements**

All teachers in our schools are teachers of children with SEND and, as such, we adopt a 'whole school approach' Special Educational Needs which involves all staff adhering to a model of good practice. The school operates an equal opportunities policy for children with SEND and they are afforded the same rights as other children. This includes both those children who have an Education, Health and Care Plan (EHC Plan) and those children who have SEND but do not have an EHC Plan.

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

### **Access**

In line with the 2002 Special Educational Needs and Disability Discrimination Act and the 2006 Disability Discrimination Act, the Head teacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme. This is published on the schools' website.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum. The National Curriculum and EYFS are our starting points for planning.

The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs, a graduated response will be adopted.

- The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be planned and differentiated to meet the needs of individual pupils. Planning, teaching styles and flexible grouping will reflect this approach.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Children are supported in the most appropriate way to maximise learning.

This may include withdrawing individuals or groups from the classroom when it gives a more suitable learning style or environment. We remain ever mindful of a child's needs to retain access to the full curriculum and to be educated as far as possible alongside peers.

### **Assessment and Identification**

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Pupil's needs are identified by considering the needs of the whole child, this will include not just the special educational needs of the child, but other needs too.

Identification of behaviour as a need is not an acceptable way to describe SEND. Concerns relating to a child's behaviour are described as an underlying response to a need which the school will be able to recognise and identify clearly using knowledge about the child.

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is

**additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies.

We track the attainment and progress of all pupils using:

- evidence obtained by teacher observation and ongoing assessment during lessons
- evidence provided by children and their parents and/or carers
- EYFS baseline data
- Year 1-4 assessment data against National Curriculum subjects
- Year 1 Phonics test and the KS1 SATs tests
- Use of the Central Bedfordshire draft guidance on SEND 5-16: A Graduated Approach
- monitoring of assessment information recorded through assessment software

Children that are identified as making less than expected progress are then prioritised for intervention / support

This can be characterised by progress which:

- is significantly lower than those 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

### **Providing the graduated response**

A pupil is identified to have special educational needs in a number of ways. It may be a parental concern or initiated from the school setting.

The class teacher will, in consultation with parents, inform the SENDCo. The SENDCO and class teacher will then assess the child's needs and decide on the appropriate action. Current classroom strategies will be reviewed and developed if appropriate. The class teacher will inform the parents, at the earliest opportunity, of concerns.

### **The Learning Support Record**

This provides an 'at a glance' summary of provision for our learners who may need support that is additional or different to varying degrees and will be completed for all children who have some level of support but may not yet need the SEND Support Plan, Stage 1.

The Code of Practice, January 2015, further identifies areas of need as follows:

Special educational needs and provision can be considered as falling under four broad areas

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- SENDsory and/or physical needs

Our Learning Support Records denote support under the above category headings and the impact is reviewed at least termly. **All children have access to Quality First Teaching** (as recorded on the Learning Support Record).

### **SEND Support Plan, Stage 1**

The next stage of support, where provision is different or additional to those of other children, would require the completion of a **SEND Support Plan, Stage 1**. A meeting between parents and/or careers, class teacher and SENDCo, identifies outcomes. The plan sets out achievable targets and the additional provision that will be put in place. The child should also be involved in forming the plan

including the strategies and the targets. The SEND Support Plan is reviewed annually. The schools' own Assess-Plan-Do-Review form is used to track progress on a termly basis.

Outside agencies provide diagnosis for specific special educational needs and recommend appropriate provision (e.g. a Speech and Language Therapist or an Educational Psychologist).

## **SEND Support Plan, Stage 2**

A **SEND Support Plan, Stage 2** denotes that the child's learning needs are more significant. Outside agencies are involved in regular ongoing programs of study, providing specialist assistance/training and assessment.

The provision, strategies and targets for pupils identified as having SEND are recorded and reviewed on a termly basis. This will include pupils who are not making progress, making limited progress or who are working below age-related expectations or pupils who have barriers to learning, for which particular strategies have been put into place to support them to be successful in school.

## **Education, Health and Care Plan (EHC)**

If a child needs further support, especially on a 1:1 basis for over 12 hours a week, then the school and parents may seek an **Education, Health and Care Plan**. An EHC is written following a period of assessment and involves parents, carers, health professionals and school staff. This might involve other professionals; Social Services, Speech and Language, Occupational Therapy services, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or other suitable health professionals. The EHC is reviewed annually. The schools' own Assess-Plan-Do-Review form is used to track progress on a termly basis.

## **Partnership with Parents**

At all stages of the process the school keeps the parents fully informed and involved. In addition to the Parent Consultations which are held in the Autumn and Spring Terms, the school holds a Review Week in the latter part of each term. Parents are formally invited, with their child, to discuss, review and celebrate progress towards their targets. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

## **Involving Pupils**

Children have a unique knowledge and understanding of their own needs. Their views will be taken into account when deciding what sort of help would be best suited to them. They will, where possible, be part of the decision-making process, especially the setting of targets.

## **Arrangements for complaints**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's Class Teacher.

If the parents think that the child should be given more support they should raise their concerns with the SENDCo and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

In the event of a formal complaint parents should follow the procedure in the School's complaints policy.

### **Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, behaviour, equality and assessment and the School's accessibility plan.

### **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation.

- The schools use an internal recording system based on the SEND graduated response cycle (see Appendix C). The paper form tracks the process from assessment, planning and doing through to the review.
- The policy is reviewed annually by the SENDCo, Head teacher and the designated Governor.

## Appendices

### **Appendix A**

#### Glossary of abbreviations

ASC	Autistic Spectrum Condition
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EY	Early Years
HI	Hearing Impairment
IEP	Individual Education Plan
INSET	In-Service Training
KS	Key Stage
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment

**Dunton & Wrestlingworth Lower Schools**

**SEND graduated response cycle**

**Assess**

Identify your child with need.  
 If applicable, refer to **Assess-Plan-Do-Review sheets** from previous term.  
 Compile new **Assess** page gaining attainment and comments.

**Plan**

Collate information using the **Plan** page. Complete observations.  
 Research strategies and seek specialist advice or information, if needed.

It is important to re-**Assess** at the beginning of each cycle

**Review**

Collect information throughout the term.  
 Meet with your child and parents/carers to review the initiative.

**Do**

Meet with your child and parents/carers to discuss SMART targets. Complete the **Do** page in the meeting by getting all to initial paperwork. Give parents a copy.

**Appendix B**



**Appendix C**

<i>Learning Support Record</i>						
Name	Class Teacher	Date		Review Date		
Area requiring support	<b>Strategies</b>					
	<b>1. In class support</b> Quality First Teaching (QFT)	Year	<b>2. Specific intervention strategies</b>	Year	<b>3. External support</b>	Year
<b>Cognition and Learning</b>	Differentiated curricular planning		Additional in class support from teacher/TA 1:1 or in small group		Specialist advisory teachers	
	Increased visual aids, modelling, scaffolding		Individual reading with an adult in school		External agencies	
	General support from TA		Computer/ipad programs to support learning			
	Access to additional resources		Social stories			
	Focussed group work with an adult (guided groups)		Extra learning for e.g. phonics, tables etc			
	Visual timetable		Precision teaching			
			Toe by Toe			
			Pre-teaching			
			Use of recordable devices			
			Use of coloured overlay rulers			
<b>IMPACT</b>						
1.						
2.						
3.						

<b>Communication and Interaction</b>	Differentiated curricular planning		Focussed in class support with speech and language from teacher/TA		Specialist advisory teachers	
	General support from TA		Guided groups		External agencies	
	Modelling, scaffolding		Help with organisation e.g. reminders about what they need, checklist on whiteboard			
	Structured school and class routines					
	Individualised list of events/tasks for the day					
	Simplified language/signing					
	Talking partners					
	Visual timetable					
	Resources to suit the needs of the child i.e. auditory, visual					
<b>IMPACT</b>						
1.						
2.						
3.						
<b>Emotional, Behavioural and Social</b>	Differentiated curricular planning		Small group circle time		Specialist advisory teachers	
	Use of praise		Support with unstructured times e.g. playtimes		External agencies	
	Values nominations		Pastoral support: <input type="checkbox"/> Drawing and Talking <input type="checkbox"/> Self esteem <input type="checkbox"/> Anger management			
	Use walkie-talkies		Think Bricks (lego therapy)			

	Friendship bench/sacred space		Individual reward system			
	School Council		Individual targets			
	Pupil Voice		Social stories			
	Access to particular resources		Home/school communication book or some form of regular communication			
	Emotional coaching used		TA support in class for behaviour and emotions enabling time out if needed			
	Whole school behaviour policy behaviour management		Conversations after each playtime to 'touch base'			
<b>IMPACT</b>						
1.						
2.						
3.						
Sensory and Physical	Differentiated curricular planning		Additional activities to support the child's needs e.g. fine motor		Specialist advisory teachers	
	Staff awareness of any physical/sensory impairments and any specialist advice		Targeted apparatus such as Numicon		External agencies	
	Flexible approaches to teaching		Individual support during PE			
	Brain Gym		OT targets followed in school			
	ActEi		Medical advice followed			
	Risk assessments					
	Access to a variety of appropriate resources both inside and outside the classroom					
<b>IMPACT</b>						
1.						
2.						

3.