

# DOVE FEDERATION

## SPECIAL NEEDS POLICY

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<b>Headteacher:</b>	-	Mr Mark Cresswell
<b>SENDco:</b>	-	Mr Marcus Halmshaw
<b>Special Needs Governor:</b>	-	Mrs Liz Walker
<b>Safeguarding Governors:</b>	-	Mr David Saunders

### INTRODUCTION

1. New legislation (The Children and Families Act 2014) enacted on 13<sup>th</sup> March came into force from 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)  
One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP).
2. You can view information in relation to the Norfolk County Council's SEND Local Offer at [www.norfolk.gov.uk/children-and-families/SEND-local-offer](http://www.norfolk.gov.uk/children-and-families/SEND-local-offer)
3. The SEND Local Officer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Norfolk that have an Education, Health and Care Plan and those who do not have a plan but still experienced some form of educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary community sectors.
4. Definitions of Special Educational Needs and Disability (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 education provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

5. The Dove Federation provides a broad and balanced curriculum for all children. The National Curriculum is the starting point of our planning. Teachers set suitable learning challenges, which respond to children's diverse learning needs. Some children have barriers to learning which mean they have special needs and require particular action by the school.

6. Teachers make provision, where necessary, to support individuals or groups of children, thus enabling them to participate effectively in the curriculum. Such children may need additional or different help from that given to other children of the same age.
7. Children may have special educational needs at any time throughout their school career. This policy ensures that all children are loosely monitored and receive the necessary level of support for their need.

## **AIMS AND OBJECTIVES**

8. The aims of this policy are:
  - 8.1. To create an environment that meets the special educational needs of each child;
  - 8.2. To ensure that the special educational needs of children are identified, assessed and provided for;
  - 8.3. To make clear the expectations of all partners in the process
  - 8.4. To identify the roles and responsibilities of staff in providing for children's special educational needs;
  - 8.5. To enable all children to have full access to all elements of the school curriculum;
  - 8.6. To ensure that parents are able to play their part in support their child's education;
  - 8.7. To ensure that our children have a voice in this process.

## **EDUCATIONAL INCLUSION**

9. We have high expectations of our children. We aim to achieve this by removing barriers to learning and participation. We do this by:
  - 9.1. Providing support for children who need help with communication, language and literature
  - 9.2. Planning to develop children's understanding throughout the use of all available senses and experiences
  - 9.3. Planning for children's full participation in learning and in physical and practical activities
  - 9.4. Helping children to manage their behaviour and to take part in learning effectively and safely
  - 9.5. Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning
  - 9.6. The Dove Federation has wheelchair and disabled toilet facilities. Support from the Dove Federation's Psychological Service and a range of other health and welfare related services might be utilised

## **SPECIAL EDUCATIONAL NEEDS (SEN)**

10. All children may have SEND at some time in their lives. Children have a learning difficulty if:
  - 10.1. They have significantly greater difficulty in learning than the majority of children of the same age;
  - 10.2. They have a disability that prevent or hinders them from making use of the educational facilities that are provided for the children of the same age

- 10.3. Many of our children have already attended an early education setting. All our children are assessed when they join the school, but we take into account previous assessments and prior learning when planning a suitable curriculum

## **SENDCo**

11. In the Dove Federation the SENDCo, Mr Marcus Halmshaw –
  - 11.1. Manages the day-to day operation of the policy
  - 11.2. Coordinates the provision for and manages the responses to children's special needs
  - 11.3. Supports and advises colleagues
  - 11.4. Oversees the records of all children with special education needs
  - 11.5. Acts as the link with parents
  - 11.6. Acts as the link between the Dove Federation and external agencies
  - 11.7. Monitors the SEN provision and reports to the governing body, via the Special Needs Governor
  - 11.8. Contributes to the professional development of staff
  - 11.9. Continues her own professional development in this area

## **THE ROLE OF THE GOVERNING BODY**

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND. The Governing Body has identified a Governor to have special oversight of the Dove Federation's provision for pupils with SEN. The Governing Body ensure that parents are notified if SEN provision is being made for their child.

## **ASSESSMENT**

12. It is the responsibility of all class teachers to recognise and plan for individual needs of all children in their class. Where the class teacher require further guidance and advice, the SENDCo will provide this or refer to outside agencies, seek specialist support where this is required.
  - 12.1. 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
  - 12.2. 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
  - 12.3. 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
  - 12.4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class
  - 12.5. Through (b) and (d) it can be determined which level of provision the child will need going forward
  - 12.6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring with be necessary

- 12.7. Parents/carers will be informed 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.
- 12.8. 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 Dove Federation's SEND register. Any concerns will be discussed with parents informally during parents' evenings.
- 12.9. Parents' evenings are used to discuss and report on the progress being made by children

## **SEND SUPPORT**

13. Where it is determined that a pupil does have SEND, parents will be advised of this and will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the Dove Federation ensure that effective provision is put in place and so remove barriers to learning. The support provided will consist 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.

## **PLAN**

14. Planning will involve consultation between the teacher, SENDCo and the parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a date for review. Parental involvement may be sought, where appropriate to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **ACTION**

15. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

## **REVIEW**

16. Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the view of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDco, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and pupil. The 'review' is made in line with progress dates using the Dove Federation's Assessment criteria and/or Behaviour/Emotional evidencing.

## **REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN ('EHCP')**

17. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review.

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

- Parents/Carers
- 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. A decision will be made by a group of professionals from education, health and social care about whether or the child is eligible for an EHCP. Parents have the rights to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCP can be found via the Norfolk County Council website [www.norfolk.gov.uk/children-and-families/SEND/local-offer](http://www.norfolk.gov.uk/children-and-families/SEND/local-offer) or by contacting the SEND Partnership on 01603 704070

## **EHCP**

18. Following Statutory Assessment an EHCP will be provided by Norfolk County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The Dove Federation and the Child's parents will be involved developing and producing the plan. Parents have the right to appear against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **ACCESS TO THE CURRICULUM SERVICES**

19. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as is possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible the SENDco will consult the child's parents for another flexible arrangement to be made

Regular training and learning opportunities' for staff on the subject of SEND and SEND teaching are provided both in schools and across the cluster of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We will make sure the individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

## **INCLUSION**

20. The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils from external support services and through the termly SEND Cluster meetings. Where a behavioural incident warrants exclusion school have a duty to inform Norfolk County Council.

## **MONITORING AND EVALUATION**

21. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with SEND code of Practice

SEND provision and interventions could be recorded on an individual education plan, which is updated when the interventions are monitored and evaluated termly by the SENDco and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## **COMPLAINTS PROCEDURE**

22. If a parent or carer has any concerns or complaints regarding the care or welfare of their child an appointment can be made by them to speak to the Headteacher or SENDco, Marcus Halmshaw at the Dove Federation who will be able to advise them on a formal procedure of complaint.

## **CONTINUAL PROFESSIONAL DEVELOPMENT**

23. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND

The SENDCo attends relevant SEND courses, Family SEND meeting and facilitates/signposts relevant SEND focused external training opportunities for all staff

We recognise the need to train all our staff of SEND issues and we have funding available to support his professional development. The SENDCo with the senior leadership team ensures Special Educational Needs training opportunities are matched to school development priorities.

## **SUPPORT SERVICE LINKS**

24. The Dove Federation continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within the Dove Federation. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

## **LINKS WITH WAYLAND CLUSTER**

25. The Dove Federation works in partnership with other schools in the Wayland Cluster as well as the Norfolk County Council/Diocese of Norwich. This enables the Dove Federation

to build a bank of joint resources and to share advice, training and development activities and expertise.

#### **OUTSIDE LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS**

26. The Dove Federation can seek advice and support from external agencies with whom the SENDCo can liaise as follows:

- In the case where a child is under observation
- Norfolk County Council
- Educational Psychology Services
- First Help Advisor
- Social Services (FSP leader also liaises)
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Services
- School 2 School Support
- Short Stay School for Norfolk
- Specialist Outreach Services

In the cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Signed:.....

Date:.....

**Head Teacher**

Signed:.....

Date:.....

**Chair of Governors**

Reviewed: November 2018

Ratified: November 2018

Next Review Date: November 2019