



Downs Way School SEND Policy

Vision / Ethos Statement

Downs Way School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills

At Downs Way School every teacher is a teacher of every pupil including those with SEND (Special Educational Needs).

Definition of SEN

At Downs Way School we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – this is ‘... **a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**.’

Key Roles and Responsibilities

SENCO / Inclusion Leader

The SENCO (Special Educational Needs Co-ordinator) 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 EHCPs (Educational Health & Care Plans). Part of the role of the SENCO is to co-ordinate arrangements with the class teachers / phase leaders regarding those pupils with SEN and disabilities.

SENCO / Inclusion Leader Name: Kate Wylie

Contact details: senco@downs-way.surrey.sch.uk 01883 712518

The SENCO is a member of the SLT (Senior Leadership Team)

Other staff in school with specific roles:

SEN Governor (Liaises with SENCO): Claire Lines

ELSA (Emotional Support Assistant): Ros Bishop

Learning Mentor: Ros Bishop

Designated Teacher with specific Safeguarding responsibility: Sahrah Chaudhri

Member of staff responsible for managing PP / LAC funding: S. Chaudhri

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: S. Chaudhri

Introduction

This policy is designed to provide clarity for parents/carers regarding Downs Way School's provision for SEND. This policy was created in partnership with the SENCOs of Downs Way School and St Mary's C of E School. The policy was presented to the Governing Body, SEN Governor and teaching staff for consultation. Parents will be involved in the consultation process and the policy will be reviewed yearly. The policy reflects the statutory guidance set out in the Special Education Needs and Disability code of practice 0 – 25 (July 2015).

How can parents access this policy?

The school website under: Our School - Policies and Procedures

A hard copy on request at the school office

A hard copy in the reception area

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2015) 3.65 and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)

The National Curriculum in England Key Stage 1 and 2 Framework Document (Sept 2013)

Safeguarding Policy

Accessibility Plan

Teaching Standards 2012

Aims and Objectives

Aims

- At Downs Way School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectation set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child
- We want to all pupils to become confident individuals who will be able to make a successful transition on to the next phases of their educational journey and into adulthood

Objectives

- To ensure a clear process for indentifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents / carers at the school
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice (July 2015)

Identification of Needs

The SEND Code of Practice identifies 4 areas of need:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

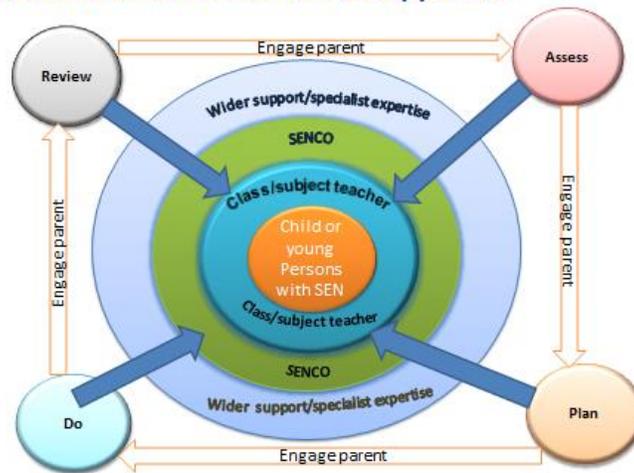
Sensory and / or Physical

At Downs Way School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. We will also continue with the identification of SEND as made by the Pre School settings.

A Graduated Approach to SEN Support

What work has to be done and by whom?

The new vision: A whole school approach



Quality first teaching is a priority

The class teacher is responsible for providing differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEN

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

Progress and outcomes for all pupils are tracked half termly on the Target Tracker system and discussed at Pupil Progress meetings

Additional intervention and support will compliment good quality teaching.

The quality of teaching for all pupils, including those at risk of underachievement, is monitored through lesson observations, drop ins and work scrutiny.

INSET (In Service Training) and external body training is provided to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Teachers liaise with TA (Teaching Assistant) Intervention Leaders in order to implement successful strategies within their class teaching.

How does Downs Way School decide whether to make special educational provision?

Class Teachers and the SENCO consider all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress.

This will include:

accurate formative assessment

internal staff moderation of progress

provision management outcomes and any specific assessments

Where pupils have higher levels of need the school works in conjunction with external support agencies such as; REMA, LLS (Learning & Language Support), SALT (Speech & Language Therapy), PSS (Physical & Sensory Support, EP (Educational Psychology), CAMHS (Child & Adolescent mental Health Services), Behaviour Support, Specialist Teaching Teams, School Nurse

How the decision is made to place pupils on the SEN register?

Downs Way School decisions are made with reference to the [Surrey SEND 14 Pathway Guidance](#). Where applicable, pupils will be placed on the school's SEN register. This will detail support given and this support will be monitored for impact on progress and attainment. Downs Way School will follow the cycle of:



Assess: “In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs” (6.45 COP Code of Practice)

We will ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments

and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate

Plan: “Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review” (6.48 COP)

Where SEN Support is required the teacher and SENCO with the parent/carer will put together an Individual Support Plan outlining the adjustments, interventions and support which will be put in place for the pupil. Expected impact on progress and outcomes will be discussed and reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning

Do: “The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should 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. The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support” (6.52 COP)

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher

Review: “The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date” (6.53 COP)

The Provision Map, including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support

For pupils with an EHCP the LA (Local Authority) must review the plan at least annually

How are parents, families, children and young people involved in this process?

Parents/carers will meet with the class teacher (and the SENCO if requested) each term to set objectives and review the progress made by their child. The pupil will be involved through target setting which will be written in child friendly language. Downs Way School practices a partnership approach between home and school.

SEN Provision

What does Additional Support mean?

SEN support can take many forms
a special learning programme for your child

- using a range of strategies to best suit your child's learning style
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing you child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties such as eating, getting around school safely, toileting or dressing

The support is aimed at removing barriers to your child's learning so that they can become successful, independent learners. It does not always mean that your child will have their own specified adult working with them. Although a child may work with regularly with an adult, the support must foster independence not dependence.

Managing the needs of Pupils on the SEN register

Every pupil on the SEN register is an individual and will receive an individual programme of support designed to meet their needs.

The class teacher must ensure that support is delivered and that teaching & learning is differentiated according to need. The class teacher must liaise with

intervention support leaders/TAs in order to implement strategies and monitor progress.

The SENCO will put together a programme of support liaising with key staff and external agencies. He/she will track pupil progress and assess impact of support programmes.

The TA will deliver a differentiated curriculum planned by the class teacher. They will discuss pupil needs and progress with the class teacher.

The Class Teacher is responsible for maintaining and updating the Individual Provision Map. This is overseen by the SENCO.

The Assess, Plan, Do, Review cycle links to the schedule of parent/carer consultations in school. Parents/carers are encouraged to attend specific SEN support meetings with class teachers and the SENCO where needed.

Downs Way School uses the Surrey Provision Management Tool in order to cost support and aid the measurement of its effectiveness.

Barriers to learning are tackled through targeted support and specific teaching and learning strategies.

Interventions are Time Bonded (run for a set period of time) and assessed, where appropriate.

Tracking data analysis allows for scrutiny of pupil progress.

If a pupil's needs cannot be met through the aforementioned support evidence is gathered for an assessment for an EHCP (Education Health and Care Plan).

The SENCO maintains the EHCP Pathway Plan which is updated by the class teacher & SENCO. This outlines all the support provided and its impact. Families, school and external agencies work on the support plans together. Assessments will be made as to whether a pupil needs further support. *(Please refer to the Surrey guidance on the Surrey website for more information on EHCPs)*

Where pupils require the support of external services this will be discussed with parents/carers. A referral will be made and advice/guidance given will be implemented through the Individual Provision Map.

The SENCO keeps the SEN Register.

It is reviewed termly in line with Pupil Progress Meetings.

The level of provision is decided in response to Pupil Progress Tracking meetings & data. The school has its SEN Information Report 14 questions linking to the LA Local Offer on the website.

If a pupil has made the targeted progress and no longer has a need that requires additional support they are removed from the SEN register. This does not mean that they will no longer receive Quality First Teaching and a differentiated curriculum. Intervention support is delivered according to need for all pupils with or without SEN.

Supporting parents / carers and young people

Information regarding support for pupils and parents/carers can be found on the School's website. This includes the following areas:

The SEN Information Report (14 questions)

Surrey's Local Offer which includes other agencies who provide a service

School Admission Arrangements (Surrey County Council Admission Criteria)

Special Educational Needs Policy

Inclusion Policy

Medical Policy

Equality Policy

Accessibility Policy

Safeguarding and Child Protection

Intimate Care and Toileting

Touch and Physical Intervention

Transition Policy (Transition between classes, key stages, to other schools)

Supporting pupils at school with medical conditions

In line with DfE guidance (April 2014) Downs Way School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In Downs Way School, our arrangements are set out in the school's Medical Policy and Individual Healthcare Plans.

Some pupils with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equalities Act (2010).

Monitoring and evaluation of SEN

At Downs Way School we regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements.

Monitoring and evaluation processes include the following aspects:

Role of the SEN Governor

Monitoring and review of SEN funding
Regular review through the Children and Learning Committee and Full Governor Body Meetings
School Self Evaluation
The School Development Plan
Questionnaires and surveys of parents / carers
Questionnaires and feed-back of the pupils
External audits by Surrey County Council
SEN monitoring visits by Babcock4S
OFSTED inspections
Developing best practice e.g. moderation of pupil progress through SENCo networks and local partnerships

Training and Development

Downs Way School ensures that all staff keep up-to-date with developments in teaching and provisions to meet the needs of pupils with SEND.

These include:

Staff training in a range of areas related to SEN – prioritising high incidence need INSET and training for staff delivered by the SENCO / Inclusion Leader and others e.g. Surrey specialist teachers, EPs

Individual staff development in specialist areas through attending training or receiving input at school from specialists

Induction led by the SENCO / Inclusion Leader for new staff in school in relation to SEN policy and practice

The SENCo's professional development through the attendance at SENCO networks, courses, conferences and specialist knowledge and experience

Storing and Managing Information

SEN documentation is confidential and stored in a locked filing cabinet in a locked room.

Information is shared with relevant school staff and is confidential.

Documentation is stored in line with the School's Information Management system.

Reviewing the SEN Policy

In line with all school policies, the SEN policy will be kept under yearly review.

The SENCO will review the document yearly and consult with school stakeholders.

It will be next reviewed in Autumn Term 2018

Comments, Compliments and Complaints

All comments, compliments and complaints can be made in person, by phone call, letter or email to the School Office Staff, SENCO/Inclusion Leader, Head Teacher or Assistant Head.

(The Chair of Governors is responsible for dealing with complaints that parents/carers feel have not been dealt with by school staff.)

Complaints: A Brief Guide to School Complaints is available on the school website under Our School – Policies and Procedures

K.Wylie October 2017