


George Dixon Primary School

SEND Policy

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Chair of Board of Governors

Signature: 

Print Name: Lynda Donaldson

Date: 14.09.2021

Consideration

Co-operation

Care

Courtesy

Courage

Communication

Commitment

George Dixon Primary School

Special Educational Needs and Disability Policy (SEND Policy)

George Dixon Primary School was founded in 1906 and was named after George Dixon (MP). He was an advocator of education for all. We continue to cherish his vision through George Dixon Primary school; this is an inclusive school where children from all around the world are welcome. Through the values of the school we provide high standards in teaching and learning and provide a caring and purposeful environment in which the individual needs and abilities of each child are recognised.

Legislative Framework

This policy for children with special educational needs or disabilities is governed and informed by the statutory frameworks set out in the following documents:

- Keeping Children Safe in Education 2016
- 0-25 SEND Code of Practice 2014
- Children and Families Act 2014
- Working Together to Safeguard Children 2013
- Equality Act 2010
- Statutory Guidance on Supporting Pupils at School With Medical Conditions April 2014
- The National Curriculum In England framework document 2013

Fundamental Principles

At George Dixon Primary School, all children with special educational needs or disabilities are offered full access to a broad and balanced curriculum.

Children who are deemed to have any degree of SEND, whether temporary or permanent, are given the same opportunities as those experienced by others, with due regard for each child's dignity and self-esteem.

Every teacher at George Dixon Primary School is responsible and accountable for ensuring that all pupils in their class fulfil their potential. Teaching and supporting pupils with SEND is a whole school responsibility, requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – school, parents/carers, pupils, external agencies and local authority.

Definition of Special Educational Needs

At George Dixon Primary School we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be short or long term.

The Special Educational Needs and Disability Code of Practice 2014 states that:

“xiii. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if she or she:

a) Has a significantly greater difficulty in learning than the majority of children of the same age; or

b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in schools in mainstream schools or mainstream post-16 institutions.

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.”

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. According to the 0-25 Code of Practice 2014, the four main areas of SEN are:

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

Aims and objectives

At George Dixon Primary School, our aim is to ensure that the whole school community has high expectations for all pupils with SEN, and that there is a focus on outcomes for children with SEN, not just the nature of provision. To achieve this, we will ensure that:

- All children are given equal access to a broad, balanced and relevant curriculum, meeting the National Curriculum 2014 requirements, including extra-curricular activities.
- We operate a “whole pupil, whole school” approach to the management and provision of the support for special educational needs.

- The needs of pupils with SEND are identified early and are clearly communicated to all who are likely to teach them. These needs will be assessed, planned for, provided for and regularly reviewed, following the Assess, Plan, Do, Review cycle.
- All children with special educational needs are encouraged to participate in the decision-making processes about their needs. This includes encouraging them to give their views on assessment of their needs, progress review and to become involved in the transition process.
- Parents of children with SEN are treated as partners and are encouraged to play an active and valued role in their child's education.

Identifying Special Educational Needs

At the heart of the work of George Dixon Primary School is a continuous cycle of planning, teaching and assessing which takes account of a wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. In school, we use a variety of different ways to identify whether a child has special educational needs. Some of these ways include:

- Observations
- Information from parents and carers
- Information from the child
- Discussions with adults who work with the child
- School based assessments and test results
- Specialised assessments carried out by the school's external agencies
- Information from previous schools or settings
- Results from end of Key Stage assessments

The results of any tests and information we have collected on individual children will be shared openly with parents at meetings.

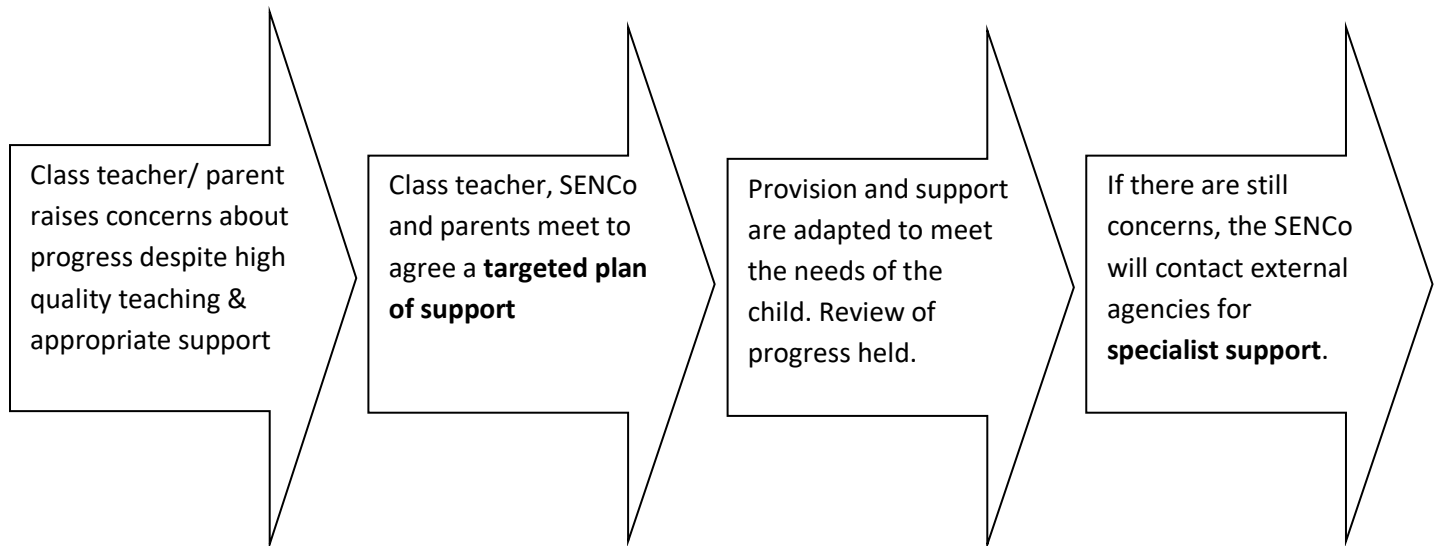
Children may be seen as needing provision which is additional to or different from that provided as part of normal class teaching and learning when they:

- Make little or no progress even when teaching approaches are targeted particularly in a child's area of weakness
- Makes slow progress in English and Maths skills
- Present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

- Has communication or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum;

A Graduated Approach to SEN Support

The progress made by all pupils is regularly monitored and reviewed. In our response to meeting the needs of pupils with SEN, we adopt the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice 2014.



Initial concerns registered by teachers, support staff, parents and carers, are addressed by high quality teaching and appropriate differentiation in the classroom. Once an initial concern has been raised, the child will be placed on “Monitoring”, a record will be made and progress will be closely monitored through the school’s standard assessment procedures. Under the 0-25 SEND Code of Practice 2014, there are two categories of special educational need: SEN support and Education, Health and Care Plan (EHCP).

Targeted Support

This is action or provision, which is additional to, or different from what is available to all. Pupils benefiting from targeted support will have a pupil profile, which will include the following information:

- Background information about the pupil’s difficulties, strengths and interests
- Short-term targets and desired outcomes
- Classroom differentiation
- Targeted and or specialist support strategies to remove barriers to learning
- Ideas how parents can support their child’s learning at home

Specialised Support

If the school has evidence that a child is making insufficient progress despite significant and appropriate intervention, they will require specialised support. This is when outside agencies become involved, working with the child, teachers, teaching assistants, parents and SENCo. Parental permission is always sought before involving any of these agencies.

These outside agencies may provide advice on the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of a child's progress.

Education, Health and Care Plans (EHC Plans) EHC Plans have replaced Statements since September 2014.

In a very few cases, if a child is still demonstrating significant cause for concern, a request for an EHC Plan will be made by the school to the Local Authority, who will then consider the school and educational professional's evidence, along with any provided by the Health and Social Care professionals. This will decide the nature of the provision necessary to meet the young person's SEN.

During 2014, IEPs (Individual Education Plans) were phased out to be replaced by Pupil Profiles for all pupils on Monitoring, SEN Support and EHC Plan. All Pupil Profiles will be reviewed regularly by class teachers who will write a SEN Review Report in consultation with teaching assistants, the SENCo and pupils. Parents will be asked to contribute to this review at termly SEN Review Meetings and at the Annual Review for an EHC Plan.

The child's class teacher and SENCo will decide on the nature of targeted and specialist support which may be in the form of:

- Adapted tasks and resources
- Adaptations to the learning environment
- Use of visual support
- Adult support in whole class settings
- Small group work
- One to one work

Monitoring and Evaluation of SEND

The following procedures provide evaluative points for assessing the effectiveness of George Dixon Primary School's provision for pupils with SEND:

- Reports to Governing Body
- Pupil progress meetings and data tracking
- Pupil and parent views shared during SEN Review meetings
- Pupil and parent views shared during annual EHC Plan review meetings
- Evaluation of Pupil Profiles

- Planning and book scrutiny feedback conducted by the SENCo during Learning Walks
- Learning environment checks
- SEN progress meetings with the class teacher.
- Monitoring the effectiveness of interventions for pupils.

Training and Resources

All school staff receive appropriate training so they have the knowledge and confidence to support children with a variety of needs.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including children with special educational needs. This may include whole school training on SEND, such as: assessment of SEN, Autism, Dyslexia and Dyspraxia.

Individual teachers and support staff attend training courses that are relevant to the needs of specific children in their class or intervention groups, e.g. Level 2 or 3 Autism, Friends for Life, gross and fine motor skills and attachment training. In addition, the SENCo meets regularly with staff to provide advice about teaching approaches and resources for children with additional needs.

Resources are allocated to support children with identified special educational needs. Each year, we plan our provision to show how we allocate human resources according to pupil need. This is reviewed on a termly basis. Where necessary, specialist equipment, books or other resources may be purchased.

Roles and Responsibilities

The Headteacher has the responsibility for day-to-day management of provision for pupils with special educational needs. They work closely with the SENCo to ensure full staff participation in the development and implementation of the SEND policy. The Headteacher has the responsibility for keeping the governing body fully informed about SEND and for developing a vision for inclusion within the school.

The SENCo oversees the provision for and progress of children with SEND.

The SENCo has the responsibility for:

- Developing, monitoring and reviewing the school's SEND policy.
- Co-ordinating the provision for children with special educational needs or disabilities across the school.

Ensuring that parents are:

- Involved in supporting their child's learning
- Kept informed about the range and level of support offered to their child

- Included in reviewing the progress their child has made.
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome any barriers to learning.
- Providing specialist advice and facilitating training for teachers and support staff.
- Overseeing the records for all pupils with SEND.
- Liaising with Nursery Schools and Secondary Schools to ensure smooth transitions for pupils with SEN.

Class teachers are responsible for:

- Monitoring the progress of all pupils and identifying, planning and delivering any additional support underachieving pupils may need.
- Writing pupil progress targets and sharing and reviewing these each term.
- Personalising teaching and learning for pupils with SEN to ensure they make the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom.
- Working in partnership with parents, the SENCo, teaching assistants and outside agencies to support individual pupils.

Teaching Assistants roles and expectations:

- Know all about the special needs of pupils they support
- Reinforce and extend pupils learning by using SCPI approach
- Provide opportunities for pupils to share ideas and demonstrate their knowledge and understanding
- Provide a balance between intervention and encouragement of pupil independence
- Briefly record the nature and impact of support provided to pupils □
- Know what the learning aims for the lesson are and the teachers expected learning outcomes for pupils with SEN
- Discuss jointly pupil progress and achievements

Effective deployment of TAs Teachers should:

- Meet regularly with the TA to discuss planning and pupils' targets
- Make good use of the TA's knowledge of pupils with SEN
- Value the TA's contribution by utilising their talents and strengths
- Discuss pupil progress with the TA
- Work closely with TA to ensure the learning from SEN support interventions can also be supported in class.

In our school, we have a **SEN Governor** who is responsible for special educational needs and her name is Jo Haydon. Her role is to liaise with the SENCo throughout the year, ensuring that all children with SEN get the support they need to access all aspects of learning and to participate fully in the life of the school. The SEN Governor is the link between the school and the governing body in relation to pupils with SEN, meaning that any concerns over SEN provision can be raised, discuss and resolved.

Storing and Managing Information

All special educational needs records are confidential. The SENCo will keep and update the SEN database and will ensure all SEN records are held securely. When a child transfers to a new school, the SEN records will be transferred by hand to the new school.

Working in Partnership with Pupils and Their Families

At George Dixon Primary School, we recognise the value of working in partnership with parents of children with special educational needs in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how their child is progressing. This includes:

- Regular meetings with SENCo and class teacher
- Regular curriculum information and newsletters to inform parents of what will be going on during the term
- Information on the school website
- Parents' evenings
- Parent drop-ins/coffee mornings
- Parent meetings with Outside agencies
- Parents' views on target/Annual Review documents

We encourage parents of children with SEN to talk to their child's class teacher regularly so that we know what they are doing at home and we can tell parents what they are doing in school. We will ask all parents to contribute to their child's pupil profile, a copy of which will be sent home. We also have a variety of other methods of communication with parents according to the needs of the individual child. This can include phone calls, home-school book, letters or certificates home.

The SEN Information Report, available on the school website, gives details of support organisations which exist to provide additional help and advice to parents and carers of children with SEND.

Reviewing the Policy

The SEND policy will be reviewed annually to reflect the Send Code of Practice 2014.

Admission Arrangements

These are in line with the school's Admissions Policy. A child with SEN but without an EHC Plan / Statement will not be refused a place solely on the grounds of their special educational needs.

Arrangements for Handling Concerns about SEN Provision

At George Dixon Primary School we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs.

If parents were to have a question or concern about the provision for a child with special educational needs, in the first instance, we would encourage them to contact their child's class teacher, followed by the school SENCo. If they still have concerns, the next step would be to contact the Head Teacher to make an appointment (by telephoning the school office or writing a letter marked for their attention). In the unlikely event the concern is not resolved, and having followed all the steps above, the School Complaints Procedure may be followed. The school and governing body take complaints seriously and will do everything they can to resolve the issue quickly.