



Dringhouses Primary School

Special Educational Needs (SEN) Policy

Signature of Chair of Governors	
Signature of Headteacher	
Date of Adoption:	Spring 22
Date of Review: 3yrs	Spring 25
Reviewing Committee:	Full Governing Body
Statutory / Non-Statutory	

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

This policy is written in line with the SEN Code of Practice (January 2015 updated May 2015), Education Act 1996, Families act 2014 and Equality Act 2010

Definitions

Learning difficulty - Children have Special Educational Needs and Disabilities if they have a **learning difficulty** or disability which calls for special educational provision to be made for them.

Special educational provision - educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

A child has a learning difficulty 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 within the area of the local authority

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.

Special Educational Provision means

Educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

See section 312, Education Act 1996 Chapter 1

Aims and Objectives

Our aim is to ensure that every child's needs are recognised and met appropriately. This school believes:

- That children's particular needs are identified at an early stage and that they should be supported to ensure continuing progress and development with careful planning, assessing and reviewing.
- That a family-centred approach to SEN is essential to achieve the best outcomes; parents know their children best.
- Parents will be informed, supported and involved in their children's education and be able to contribute to their child's ongoing development.
- That the views and wishes of the child be taken into account, in light of their age and understanding.
- In providing a caring and supportive environment for all children.
- All children are valued equally, with the opportunity to develop to their full potential.
- All children should receive a broad, balanced and relevant curriculum and be able to take full part in school life.
- Children with SEN are the responsibility of all staff.
- School staff will be informed and supported in ways of assisting children and addressing their future development.
- Children will have access to the appropriate resources to enhance learning.
- That the school's policy and provision for SEND will be kept under regular review.
- The school will implement special educational provision under Section 21 of the Children and Families Act 2014.

Roles and Responsibilities

'The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff' (6.4 code of practice 2015) and therefore the responsibility is a matter for the school as a whole.

In addition to the governing body, the school's Head Teacher the SENCO (special educational needs co-ordinator) and SLT (senior leadership team); teachers and TAs (teaching assistants) have important responsibilities.

The 2012 teacher standards require all teachers to:

Section 5: Adapt teaching to the strengths and needs of all pupils:

- *Differentiate appropriately, using approaches which enable pupils to be taught effectively.*
- *Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.*
- *Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.*
- *Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*

The role of the Governors

- The role of the Governing Body at Dringhouses Primary School is to ensure that the necessary provision is made for any pupil who has SEN.
- They will monitor and review the effectiveness of the school's policy and provision for SEN.
- They will play a major part in self-review, with one governor being responsible for SEN. The governor responsible for SEN is **Mrs Vaunda Powell**.

The role of the Head Teacher

The Head Teacher, **Mr Ben Sutton**, has the responsibility for the day to day management of provision for children with SEND.

- He will keep the governing body informed of the school's arrangements and provision for children with SEND.
- He will appoint a Special Educational Needs Coordinator (SENCo) for the school.
- He will keep up to date through the SENCo with all the action taken towards helping pupils with SEN.

The role of the Special Educational Needs Coordinator.

The school's Special Educational Needs co-ordinator (SENCO) at Dringhouses School is **Mrs Sarah Murray**. She has been a class teacher for over 20 years and has The Post Graduate Certificate in Vulnerable Learners and the National Award for Special Educational Needs and Disabilities Coordination.

The key responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Maintaining the school's SEN register and overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Regularly meeting with the governor responsible for inclusion.

Co-ordinating and Managing Provision

The SENCo, in collaboration with the Head Teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCO works closely with staff, parents, carers and other agencies to co-ordinate the provision made for children with SEN.

The SENCO, with the support of the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and raising the achievement of children with SEN. This is achieved through the analysis and assessment of children's needs, by monitoring the quality of teaching; Termly pupil progress meetings with each teacher; monitoring the standards of pupils' achievements by tracking progress; the allocation of additional support for children with SEN; and by setting targets for

improvement. SEN provision is an integral part of the school development plan, and the quality of SEN provision is continually monitored.

All children in school on the SEN register have personal folders on the school network shared drive and include: SEN threshold bandings (see below), EHCP, MSP or pupil passport, meeting notes and contact with parents, intervention records and reports from other agencies and professionals.

Admission Arrangements

At Dringhouses Primary School we strive to be fully inclusive, acknowledging the range of issues of which account needs to be taken in the pursuit of this aim. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (section 316), *'if a parent wishes to have their child with a statement educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility'*.

Under section 37 Children and Families Act 2014, the school named in an Education, Health and Care Plan (EHCP) must admit the child. This is not an oversubscription criterion – schools *must* admit such children regardless of whether they have places available. Admission authorities must not imply in their published admission arrangements that they have discretion over the admission of children with an EHCP.

Children with EHCPs are not admitted through the admissions arrangements and are placed in schools through the EHCP process.

Allocation of Resources

All schools in the City of York receive funding for pupils with SEN in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCO. In the *York Banding for Learning* this is element 0.
- The delegated budget covers the additional support required, including the first 15 hours of support for any child with an Educational, health and care plan or statement. This includes elements 1 and 2.
- If a child has an Education, health and care plan more than 15 hours of TA support, the additional hours are covered by element 3 (top-up funding and previously the level at which children underwent statutory assessment for a statement) provided by the LA.

Dringhouses Primary School follows LA guidance to ensure that all pupils' needs are appropriately met. At least 100% of the school's devolved budget for SEN is spent on SEN.

Identification and Assessment

Each child with SEN is unique and their needs will be considered individually, however the SEND Code of Practice 2015 categorises SEN into four broad groups:

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

As a response to SEN being on a continuum, a structured system is in place. Every teacher should refer to the following CYC (City of York) threshold bandings for help when identifying children with SEN. The class teacher involves parents/carers as soon as concerns arise and involves the child in discussions about his/her targets, progress, barriers to learning and aids which may help.

The banding thresholds have one overarching summary document (detailed below), a glossary of terms and then specific detailed documents for:

- Cognition and learning
- Speech, language and communication needs
- Social, emotional and mental health needs
- Visual impairment support
- Deaf and hearing impairment support
- Physical and medical needs
- Autism support

The City of York Council (CYC) thresholds describe the following levels of support:

- **Band 0** needs are well met through appropriate differentiation of the task, outcome and teaching style in a mainstream classroom.
- **Band 1** identified needs which are highlighted to all staff with advice on support strategies provided and monitored by SENCO / SLT.
- **Band 2** identified needs that require additional specific provision and there may be a co-existence of secondary needs. At level 2 the learning provider may be seeking advice and support from other agencies from education, health and social care. A range of support is best co-ordinated through the use of a 'My Support Plan' which clearly identifies agreed outcomes and actions and is reviewed on a regular basis.
- **Band 2b** needs that has been assessed as requiring a highly specialist teaching and provision which may include small group work (Enhanced Resource Provision).
- **Band 3** significant primary needs which impact on progress requiring long term involvement of education and non-educational professionals as part of statutory assessment / EHC Plan and may possibly have some complexity of other needs. Advice on how to make a request for statutory assessment is detailed in the *York Pathway Document: Working Together in York - Providing Co-ordinated Support to Children and Young People aged 0 - 25 Years* From level 3 onwards there will be increased multi agency involvement.
- **Band 4** a range of significant issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive.
- **Band 4b** as above but with a personalised package of support requiring EOTAS provision or specialist teaching through an Enhanced Resource Provision.
- **Band 5** significant life-long learning difficulties for which specialist provision is appropriate. These may be compounded by other co-existing needs.
- **Band 5b** highly significant and complex life-long needs requiring intensive specialist provision.
- **Band 6** all of the above but the complex needs are such that they cannot be met in a school within York i.e the CYP will attend a non-maintained educational or residential placement (out of area). This may also include support for health and social care issues.

Using the City of York SEN banding thresholds

The threshold bandings are used as an essential reference tool for all those supporting children with SEN. The document can be used by parents/carers, practitioners, LA SEN officers and anyone who supports a child with SEN:

- To review the support offered within school.
- To assess the level of additional SEN needs and additional support/provision that could be offered.
- As a prompt when considering appropriate strategies and interventions to support through all the levels.
- To provide clarity about decisions made around the allocation of resources and the eligibility threshold for an Education, Health and Care Plan.
- To ensure finite resources are used equitably and fairly.

It is important to refer to the specific banding document which most closely describes the primary need of the child e.g. autism / visual impairment etc. For some children there will be needs in more than one band. In these circumstances, practitioners look at the banding closest to the primary need and refer to any other banding to provide extra information.

Practitioner(s) and parent/carer should then make a judgement on the appropriate level that describes the child. Use of the banding promotes a co-ordinated assessment of need.

When considering the Bands

Band 0 is the starting point, moving up through the bands until the 'best fit', describing the child's needs is reached. If there are gaps in provision, these become part of the planning for future support/provision. Strategies and interventions are recorded in the plans.

If a child's needs are such that they require additional support and resources they are considered to require SEN support. A plan will then be drawn up in collaboration with parents, the child, teachers and any specialist support and outside agencies. This plan will include targets designed to help the child develop and progress. The plan will then become part of a rigorous 'assess, plan, do and review cycle'. Parents can expect their child's plan to be reviewed termly.

If a concern continues and the child is failing to make satisfactory progress within the increased level of support, then the SENCo in conjunction with the parent and the outside support agencies involved will produce a 'MSP - My Support Plan' document which clearly identifies agreed actions and outcomes and is reviewed on a regular basis.

Where there are significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals, statutory assessment - Education Health and Care Plan (EHCP) - can be requested. An EHCP is a legally binding document that is held by the LA, stating the child's needs, provision required and how that provision is to be met. It should also name the education setting requested by the parent. The request for an EHCP is made to the Local Authority by the SENCo and or the Head Teacher. Requests can also be made by the child's parent.

Statutory Assessment

When a request for statutory assessment is submitted, the CYC Education Health and Care Plan panel/SEN Assessment Panel (SENAP) use the banding thresholds to decide whether an Education Health and Care Plan is required. The panel also decides the appropriate funding, linked to CYC SEN banding threshold level initially and when subsequent plans are submitted as part of the annual/interim

review process. The funding is used flexibly to provide a wide range of support and intervention, recorded to ensure transparency for parents/carers and LA.

The table below outlines the process

STARTING POINT				
Child, young person or family would benefit from coordinated support				
PHASE ONE				
INITIAL REQUEST Family or professional request coordinated support.	COORDINATOR IDENTIFIED Someone already involved with the child, young person or family agrees to coordinate support.	IDENTIFIED COORDINATOR MEETS WITH CHILD, YOUNG PERSON & FAMILY An initial meeting takes place	PLANNING MEETING The planning meeting will agree a coordinated plan – ‘My Support Plan’	‘MY SUPPORT PLAN’ REVIEW MEETING HELD Outcomes & actions set at the planning meeting are reviewed then coordinated support will either: • end • continue • move to phase 2
PHASE TWO				
FURTHER ADVICE, EVIDENCE GATHERING OR REFERRAL IS REQUIRED				
As a result of a ‘Support Plan’ Review meeting further advice, evidence is required or a referral is made. Once further advice or evidence is gathered / received a further planning meeting is held. Following the planning meeting coordinated supported will either:				
(i) end	(ii) continue	(iii) move to phase 3		
PHASE THREE				
COORDINATED ASSESSMENT FOR A STATUTORY EDUCATION HEALTH & CARE PLAN IS REQUESTED				
A coordinated assessment for a statutory Education, Health & Care Plan can be requested for a child or young person with Special Educational Needs and Disabilities when: • a coordinated supported plan is already in place AND • where the child or young person requires something <i>different from or additional to</i> what is usually provided within bands 0-2 of the City of York Special Educational Needs and Disabilities and Disabilities banding formula.				
PHASE FOUR				
INITIAL EDUCATION, HEALTH & CARE PLAN MEETING				
Nominated educational professional coordinates and chairs meeting with family, child/young person and advice givers to identify strengths and needs and draft an initial Education, Health & Care Plan to be submitted to the Local Authority Education Health and Care Panel.				
PHASE 5				
DECISION ON STATUTORY ASSESSMENT & RESOURCE ALLOCATION				
Local Authority Education Health and Care Panel make a decision on whether to make the plan statutory and resources agreed and allocated- including the option of a personal budget.				
PHASE SIX				
EDUCATION, HEALTH & CARE PLAN or ‘MY SUPPORT PLAN’ REVIEWED				

Support plan will be reviewed and updated following a decision not to agree a statutory Education, Health & Care Plan and coordinated support will continue OR
The first review of an EHC Plan MUST be within 12 months of the initial plan and subsequently at least every 12 months – but can be more frequent.

Curriculum Access and Inclusion

At Dringhouses Primary School we strive to be inclusive, fostering a sense of community and belonging through the:

- Inclusive ethos.
- Broad and balanced curriculum for all children.
- Systems for early identification of barriers to learning and participation including the learning and physical environment.
- High expectations and appropriate targets for all children.

Evaluating Success

The success of the SEN policy and provision is evaluated through some of the following:

- Monitoring of classroom practice
- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the Governors for inclusion
- The LA moderation process for SEN
- The School Development Plan

Other vulnerable groups

- Other groups of children are classed as vulnerable and are monitored closely, in line with government guidelines and expectations. These include: looked after children; forces children and children eligible for free school meals (collectively under the umbrella of Pupil Premium*); children with English as an additional language; traveller children and other minority groups.

*Pupil Premium is an amount of money allocated to school for each child in the three eligible categories and is used to ensure their vulnerability does not lead to under-achievement or to further support/enrich the education of those children who are making required progress.

Safeguarding

Children with SEN can face additional safeguarding challenges. Staff must be aware of these challenges and the barriers that can exist when recognising abuse and neglect on this group of children. Additional information on safeguarding can be found in the Dringhouses Primary School, policy for safeguarding. If any member of staff has any worries about safeguarding they must report these to the schools safeguarding lead Mr Ben Sutton.

Arrangements for Complaints

Complaints are dealt with initially by the class teacher and/or SENCo and then if necessary by the Head Teacher. (Please see the Complaints Procedure, which is available from the school office and on the school website at www.dringhouses.york.sch.uk/)

York SEN and disability, information, advice and support Service SENDIASS

SENDIASS provides impartial support, advice and information for parents/carers of children with special educational needs to enable them to take an active role in decisions about their child's education. Independent parental support is also available to inform and advise parents of children with SEN, particularly those who are undergoing statutory assessment of their child's needs. The contact number is 01904 554312 or 01904 554562.

Staff Development

Newly qualified teachers and other new staff members are informed of the school's policy and procedures for SEN. Opportunities are given for staff training on SEN issues. The School SENCo regularly attends SEN training provided by the Local Authority in the form of SENCo Forums held termly. Where necessary information from these sessions is cascaded to staff.

Links with Other Agencies

Where necessary, the SENCo – in consultation with the class teacher and parents/carers – may seek advice from agencies/specialists, including education, social care, psychology and a range of health care services.

Partnership with Parents

We are committed to the role of parents, believing that partnership plays a key role. Parents are involved with the class teacher when a concern is raised, and when special educational needs are identified the teacher and SENCo keep parents informed.

- Parents are welcomed and encouraged to participate as partners from the outset and throughout the child's educational career at the school.
- The school recognises that parents have valuable knowledge and expertise in relation to their child which can contribute to the view of the child's needs and the best way of offering support. Information from the parent is used to develop the child's 'pupil passport'.
- Parents have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Our school SEN offer is available on the school website, which has links to the Local Authority offer for SEN.

The Voice of the Child

We involve children, where appropriate, to participate in their learning by involving them in setting targets for their education plan. Achievements are noted and celebrated and difficulties clarified and addressed. Children's views are sought and recorded as part of the annual review process. The ways in which they are encouraged to participate reflect the child's maturity.

Transfer Arrangements

When children move schools, either at phase transfer or at any other time, primary schools are required to transfer all school records within fifteen days of the child ceasing to be registered at the school. For all children with an EHCP transferring to secondary education in Year 6, an annual review will be held in the autumn term of year 6 to request a secondary school, with all documentation sent to the Local Authority. A spring/ summer review will then involve the secondary school and transition arrangements will be put into place.