Special Educational Needs and Disability Policy
For Corfe Castle CE Primary School

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<tr>
<th>Document Name</th>
<th>Date of Issue</th>
<th>Date of Revision</th>
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<tr>
<td>Corfe Castle CE SEN and Disability Policy</td>
<td>April 2016</td>
<td>November 2018</td>
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The Governors have paid due regard to the impact of all aspects of equality in the approving of this policy

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<thead>
<tr>
<th>Responsible Officer</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td>Headteacher</td>
<td>Tel: 01929 480428</td>
</tr>
<tr>
<td>Mrs Emma Morgan</td>
<td>e-mail: <a href="mailto:office@corfycastle.dorset.sch.uk">office@corfycastle.dorset.sch.uk</a></td>
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Corfe Castle CE Primary School is part of the:
COMPLIANCE

This policy complies with the statutory requirement laid out in the Special educational needs and Disabilities (SEND) Code of Practice: 0 to 25 (June 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice: 0 to 25 years statutory guidance (DfE January 2015)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The headteacher, Mrs Emma Morgan, has overall responsibility for Special Educational Needs and Disability in Corfe Castle CE Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is Kate Millican. This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND provision for children/young people at Corfe Castle Primary School is Kate Millican.

The governor with oversight of the arrangements for SEN and disability is Simon Starmer.

This policy was developed in conjunction with Parents, Governors and staff.

AIMS AND OBJECTIVES

Corfe Castle CE Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

We endeavour to raise the aspirations of, and expectations for, all children with SEND. Our school provides a focus on outcomes for children not just hours of provision/support.

AIMS

To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.

- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals’ self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and/or disability.
- To work in partnership with parents to support children’s learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.
OBJECTIVES

To identify and provide for children who have special educational needs and additional needs

- To work within the DfE guidance related to the SEND Code of Practice, 2014
- To operate a “whole child, whole school” approach in the management and provision of support for children with SEND
- To have a Special Educational Needs Co-ordinator (SENCo) who will work within the bounds of the SEND Policy
- To provide support and advice to all staff who work with children with SEND.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Corfe Castle CE Primary School arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The key responsibilities of the SENCo at Corfe Castle CE Primary School:

- Overseeing the day-to-day implementation of the school’s SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has also been identified as having SEND
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, including the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Taking the role of leading SEND specific support staff through the annual Professional Development and Review process.

<table>
<thead>
<tr>
<th>Member of Staff</th>
<th>Role and Responsibility</th>
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<tbody>
<tr>
<td>Mrs E Morgan - Headteacher</td>
<td>Designated Safeguarding Lead Professional</td>
</tr>
<tr>
<td>Mrs L Dearn</td>
<td>Deputy Designated Safeguarding Lead</td>
</tr>
<tr>
<td>Ms S Friend</td>
<td>Deputy Designated Safeguarding Lead</td>
</tr>
<tr>
<td>Mrs E Morgan - Headteacher</td>
<td>Looked After Children</td>
</tr>
<tr>
<td>Mrs E Morgan - Headteacher</td>
<td>Gifted and Talented</td>
</tr>
<tr>
<td>Miss K Millican – SENCo</td>
<td>SEND</td>
</tr>
<tr>
<td>Ms S Friend - TA</td>
<td>Emotional Literacy Support Assistant</td>
</tr>
<tr>
<td>Miss J Bailey – SEND TA</td>
<td>Specialist SEN TA</td>
</tr>
<tr>
<td>Mrs I Harrison – TA</td>
<td>Full First Aider at work</td>
</tr>
<tr>
<td>Miss B Skinner - Teacher</td>
<td>Full First Aider Paediatric</td>
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ADMISSION ARRANGEMENTS

The Admissions Authority for Corfe Castle CE Primary School is the Saturn Education Trust which uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Corfe Castle CE Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Corfe Castle CE Primary School liaises with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority’s website. Corfe Castle CE Primary School local offer

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS/DISABILITY

The school has an Accessibility Plan in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in ‘The Equality Act 2010 and schools – (May 2014)’. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Physical environments (lighting, wheelchair access across the school, acoustic tiling, wheelchair accessible toilet)
- Assistive technology
- Increased access to the curriculum and assistance during examinations
- School transport

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25 years. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority’s website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

i. Communication and Interaction.
ii. Cognition and learning.
iii. Social, emotional and mental health difficulties.
iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual ‘progress plans’ match personal learning requirements.

At Corfe Castle CE Primary School we are committed to the early identification of SEND. Our staff use a wide range of tools to assess the amount and level of SEND support required. These include:

- Collecting a range of evidence through regular assessment, standardised tests and monitoring arrangements;
- The class teacher may try some strategies within class to support the child i.e. Small group work; may recommend a specific intervention; or may draw upon other in school support such as Emotional Literacy Support (ELSA sessions); or Learn 2 Move (to address gross or fine motor skill needs). This will be carefully monitored for impact over a time limited period.
- Early discussion with parents or carers and pupils to collect information and to agree outcomes sought and next steps;
- This may also include medical information where appropriate or discussion around medical referral to a GP/Paediatrician/Optician etc;
- Seeking the child’s view about areas for development or difficulties with accessing the curriculum.

If the evidence suggests that the child is not making expected progress then the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with SEND will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a ‘graduated response’. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child’s parents/carers must be informed in a meeting that special educational provision is being made.

The SENCO will use the school’s tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors, which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed
appropriately using additional processes and other strategies.

Some examples of other influences upon progress, include:
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Social Disadvantage, potentially indicated through Pupil Premium funding
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND, Corfe Castle CE Primary School adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Assess: After initial assessment detailed in early identification the class teacher and the SENCo/SEN TA carry out an analysis of the child’s needs in order to identify key barriers to learning. This draws on all previous knowledge and assessment of the child. This includes any concerns raised by the parent/carer or child and, if relevant, any advice from external agencies.

Plan: This assessment profile (based on the above) forms the basis of a Provision and Intervention plan (that details the additional or different provision) by the class teacher and SENCo/SEN TA. They may seek contributions from other members of staff in school, who work with the child or who have specialist knowledge of available interventions. If external agencies are involved with the child’s provision then a Provision Map and a ‘My Progress Plan’ (that sets the sought outcomes) is put in place.

These plans are then reviewed termly, unless outcomes are clearly met before the next review date. These will be discussed at parent/carer consultation meetings at a minimum 3 times a year or at progress meetings held outside of those timetabled at the request of either school or parents/carers.

Do: The agreed plan is put into place and work towards child centred outcomes is begun. This might include class accommodations, interventions (assessed before and after for impact) and/or strategies or programmes suggested from external agencies. Parents/carers are encouraged to support and resources are sent home when appropriate.

The class teacher works 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 is available to support the teacher, parents/carers and the child where necessary to help ensure a clear outcome based approach.

**Review:** Support programmes supplied by external agencies are reviewed termly to see if progress towards outcomes has occurred. These are discussed at Parents’ evenings or meetings to review progress based on data from class teacher assessment and impact of intervention work. All interventions are monitored (mostly through standardised tests) at the beginning and end of the intervention. Progress is measured against baseline assessment. Results of reviews then feed into next round of assessment by providing details of progress to meet set outcomes and can help to build up a more specific picture of strengths and areas for development.

Referral to additional specialist services may be highlighted as being appropriate after review. At Corfe Castle CE Primary School we can refer to a wide range of external agencies and services, such as; Educational Psychologists, Behaviour Support, SEN Specialist Support, Speech and Language Therapy, Early Intervention Team, Hearing Support Service. Parents/carers are kept fully informed and would be required to sign a referral agreement to progress this. A full list of services that are available is on the Dorset Local Authority website: [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education and Health Care Plan (EHCP). (SEND Code of Practice: 0 to 25, 6.63)

**Additional information:**

- Corfe Castle CE Primary School uses some of its SEN funding to purchase packages of support from a range of agencies, including SENSS. Other services are provided by the local authority through joint pooling of funds. A referral process involves the SENCo, Staff and parents, along with the views of the child. Following referral an assessment will be undertaken and if necessary a programme of support will be planned for and then implemented in the best way possible for the child and school.

- Where children with a Statement of educational need are identified or join our school, the child’s needs are identified and planned for through the EHC Plan. If further funding is required to enable the support to be effectively put into place, then this is sought from the local authority. The annual review assesses the impact of any provision. The Person Centred Review process is now being implemented and places a great deal of emphasis on the views of the child and family.

- Children with SEND are identified and their progress and attainment shared with all relevant staff. They are one vulnerable group within many that the school focuses upon and tracks closely. The needs of this group of children are monitored and the impact of interventions and support are assessed regularly to judge impact and assess progress towards targets. Staff who
support the implementation of EHC Plan are supported in their professional development through training, monitoring and review of performance.

- The Governing Body receives information on SEN as a group, with regard to confidentiality and data protection.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

If a child has an EHC plan in place progress is monitored during an Annual Review meeting that celebrates successes and carefully reviews outcome based actions. It provides a specific action plan to inform the outcomes for the following year.

Communication with parents is actively encouraged at Corfe Castle CE Primary School and staff are encouraged to talk with parents and carers on a regular basis. Parents’ consultation evenings happen several times a year, but parents/carers are encouraged to contact either class teachers, SENCo or SEN TA with any concerns or questions at any time of year, particularly with regard to any child on the SEND register. The SENCo is available to support staff in identifying needs, completing referrals and discussing the process with parents/carers.

The Governing Body receive regular reports on SEND within the school and the Governor with responsibility for SEND attends training and meets with the SENCo throughout the academic year and feeds back to the whole Governing Body.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child’s progress will continue to be monitored by using the school’s tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school’s policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Corfe Castle CE VC Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfEApril 2014). We will comply with the duties specified under
the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Corfe Castle CE Primary School are expected to make reasonable adjustments in order to accommodate Corfe Castle CE Primary School who are disabled or have medical conditions. (See the Corfe Castle CE Primary School policy on “Supporting children at school with medical conditions”.)

TRANSITION ARRANGEMENTS

Corfe Castle CE Primary School is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education.

The school will liaise with relevant bodies and agencies (e.g. Preschools, Secondary schools) to arrange Transition Action Plans for pupils with EHC plans and other children with SEND who may benefit from Transition Planning and preparation in year R and 6, and will ensure that these plans are reviewed annually. Corfe Castle CE Primary School is keen to involve parents/carers and children in any transition preparation or planning for a child with SEND.

When pupils move to another school their records will be transferred to the next school within 15 days from the pupil ceasing to be registered at Corfe Castle CE Primary School, as required under the Education (Pupil Information) Regulations 2000.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. Training needs are identified through a process of analysis of need of both staff and children as and when required.

Specific training for staff working with individual children with EHC plans is organised according to need and may involve staff attending external training courses, internal support from SENCo or support from outreach workers from local specialist schools.

When it is identified that training would be beneficial on a larger scale then whole school, or group, INSET may be organised. i.e.:

- When it relates to the specific needs of one child that may be newly identified, who is supported in school by several members of staff.
- The needs of many children that staff need further training to keep up with current developments and refresh their knowledge/skills, e.g. Attachment Disorder training.

The SENCo will provide information on specific needs for new staff.

Schools need to indicate where the SENCo will network for personal training.
Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Governor training around their responsibility relating to supporting children at school with medical conditions is accessed externally through Governors Services. Termly updates on SEN provision are provided through Headteacher’s reports and through regular SENCo presentations at Governors meetings.

SEN INFORMATION

Corfe Castle CE Primary School presents its SEN information in three ways:

i. by information placed on the school website which can be found on: www.corfecastle.dorset.sch.uk

ii. by following the link from the school website to the local authority’s Local Offer website;

iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority’s websites.

ACCESSIBILITY

Corfe Castle CE Primary School publishes its Accessibility Plan on the school website; this information can be found on: www.corfecastle.dorset.sch.uk.

Further information about our school’s accessibility can be found on the local authority’s Local Offer website; this can be found www.dorsetforyou.com/local-offer.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo.

Corfe Castle CE Primary School publishes its Complaints Policy on the school website; this information can be found www.corfecastle.dorset.sch.uk.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually in consultation with parents, governors and staff through a working group.

LINKS TO OTHER RELATED POLICIES

www.corfecastle.dorset.sch.uk
- Supporting children at school with medical conditions
- SEN Policy
- Local SEND offer
- Accessibility Plan
- Admissions Policy
- Equality / equality information and objectives
- Safeguarding
- Anti-bullying
- Complaints
- Behaviour
- Data protection