



Sheep Dip Lane  
PRIMARY SCHOOL

# Special Educational Needs and Disability Policy

September 2019

Status	Statutory
Governing Body Committee	School Improvement Committee
Responsible Persons	Mrs F Parish Head Teacher Mrs K Stokoe SENDCO
Date the policy was agreed	September 2019
Review date	September 2021

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Mrs F Parish



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Yorkshire,

## Sheep Dip Lane Primary School: Special Educational Needs and Disability Policy Reviewed: September 2018

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**Linked Policies:** Accessibility Policy, Equalities Policy,  
Assessment Policy, Supporting Children with Medical Needs, Safeguarding Children Policy

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY STATEMENT

#### Context and chronology of SEND reform and practice

Sheep Dip Lane Primary School is committed to the broader national drive towards fully inclusive educational provision as set out in current SEND legislation (see **Compliance** section below). This legislation has been shaped through the progressive enactment and reform of the following key Government publications:

- The Education Act 1944
- The Warnock Report, 1978
- The Education Act 1981
- Excellence for all children: meeting SEN, 1997
- SEN and Disability Act 2001
- The SEN Code of Practice 2001
- Removing barriers to achievement, 2004
- Support and aspiration: a new approach to SEN and disability, 2011
- The Children and Families Act 2014
- The SEN and Disability Code of Practice

#### Compliance

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)

#### Review of policy:

This policy was reviewed in summer 2016 in light of the DfE SEND Code of practice 2015, highlighting the following areas for reform:

- To include parents in the assessment process and introduce a legal right, to give them control of funding for the support their child needs;

- To replace statements with a single assessment process and a combined education, health and care plan so that health and social services is included in the package of support, along with education;
- To replace the existing complicated School Action and School Action Plus system with a simpler new school-based category (SEN Support) to help teachers focus on raising attainment;
- To give parents a greater choice of school for their child.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that:

*‘All schools should admit pupils already identified as having Special Educational Needs, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with Special Educational Needs but without statements must be treated as fairly as all other applicants for admission.’*

The Governor with responsibility for SEN is Mrs D Wright, Mrs K Stokoe

The governing body will:

- Ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that an appropriate person makes sure that all staff likely to teach a pupil are aware of the pupil’s SEN.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils with SEN.
- Consult with other schools and the LA when it seems necessary in the interests of coordinated SEN provision in the area as a whole.
- Ensure that the pupil joins in the activities of the school together with non-SEN pupils so far as is reasonably practical and compatible with the pupil receiving SEN, the efficient education of other children in the school and the efficient use of resources.

### **The Head teacher**

The Head teacher retains the overall responsibility for SEN in the school. The day to day organisation and planning is designated to the SENCo to act on the Head teacher’s behalf. The SENCo reports annually to Governors regarding Special Educational Needs. The Head Teacher is Mrs F Parish and Mrs K Stokoe is the SENDCO.

### **The Special Educational Needs Coordinator**

The role of the SENDCO is to:

- Have an overview of the Special Educational Needs within school.
- Oversee the day to day operation of the SEN policy.
- Liaise with the staff on SEN issues.
- Keep staff informed within staff meetings.
- Contribute to the in-service training of staff.
- Coordinate provision for pupils with SEN.
- Oversee the records of pupils with SEN.
- Liaise with parents / carers of pupils with SEN as required.
- Liaise with external agencies i.e. attend meetings such as CAF / TAC

### **The Role of the Class Teacher**

The role of the class teacher is:

- To provide a variety of teaching approaches to meet the needs of all pupils.
- To take the lead responsibility in providing access to the curriculum for every child in their class.

- To identify children with additional needs within their class.
  - To meet the needs of pupils with additional needs through differentiating the curriculum where necessary for individuals and/ or groups.
  - To inform and discuss with parents/carers their concerns and involve them in target setting and the review process.
  - To Plans (IEP) for pupils with SEN support in line with the graduated approach outlined in the SEN Code of Practice.
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- To review support plans on a regular basis, once per term or more frequently if necessary.
  - To ensure that the organisation of the classroom and the delivery of the curriculum is sympathetic to children with additional needs.
  - To ensure targets on support plans are Specific, Measurable, Achievable, Realistic and Timed. (SMART)
  - To seek advice from the SENDCO as appropriate.
  - To inform the SENDCO of any change in the needs of pupils within their class.
  - To take a note of and implement any additional advice, programmes and assessments pertaining to pupils with additional needs in their class.

### **The Role of Ancillary Staff**

Learning Support Assistants support the implementation of programmes for children with SEN. Where the need arises Learning Support Assistants may be employed to work with a specific child.

### **The Role of the Parent/Carer**

The school is responsible for ensuring that parents/carers are notified about SEN provision for their child. School recognises that parents/carers hold key information, are responsible for ensuring their child attends school and for supporting at home as agreed with the class teacher and/or SENDCO.

### **The Role of the Child**

Small step targets are made and discussed with all children. Children are encouraged to be aware of their targets and to evaluate whether their target has been achieved.

### **Parent Partnership**

This is a support group for parents/carers. Formerly under the SEN and Education Psychology umbrellas, it is now independent. When a child has been identified as having Special Educational Needs Parent Partnership will visit home and explain/clarify the situation, if requested to do so. They are also available to assist parents/carers where there is a Statutory Review.

### **SEN training**

Staff are made aware of their roles, responsibilities and lines of communication through policy and meeting. The SENDCO attends network meetings.

### **Aims & Objectives**

#### **Aims**

As an inclusive school, Sheep Dip Lane Primary School aims to :

- Identify the needs of our children quickly and to meet those needs in an appropriate way (early intervention).
- Make sure that the match of work is right for each child and is sensitive to their learning potential.
- Identify conditions in which all children can find and meet with success (also see Health & Safety Policy).
- Ensure that all children achieve their maximum potential in every area of the curriculum.
- Manage pupil behaviour through a whole school approach to discipline (see relevant guidelines) and Positive Relationship Management Policy.
- Work closely with parents/carers to establish an early identification of need.

## **Specific Objectives of SEN Policy**

The staff in school should aim to:

- Identify, assess and provide for a child's difficulty in learning.
  - Support the family of the child experiencing difficulty.
  - Share information and expertise in order to improve future provision.
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- 'Person-centred planning' ensures that everyone is involved in all aspects of planning and decision making so that each child is receiving their entitlement to a relevant, broad and balanced curriculum.
  - Plan/budget for the maximum use of the school's resources and additional resources.

The aim of our SEN provision is to ensure that children will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential.

SEN in this school is the shared responsibility of parents/carers, the school and local agencies.

## **Identifying Special Educational Needs**

### **Co-ordination of Provision**

This policy will be implemented by all staff in this school and it is therefore important that all involved are aware of the arrangements we have made for special educational needs. It is intended that the SENDCO and the class teachers should work closely with each other so that a child with possible learning needs is identified early and highlighted to the SENDCO.

Children at Sheep Dip Lane Primary can be on varying stages within our provision for SEN.

### **Types of Special Education Need (SEN)**

SEN is divided into 4 types:

- **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, Emotional and Mental Health**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

### **Identification**

A teacher, parent, the SENDCO or other professional, such as a health or social care worker, may express concerns that a pupil is showing signs of having a special educational need. Parents are sensitively informed of the teachers/other professionals concerns.

The class teacher will gather information about the pupil's difficulties and strengths. The information will be used to inform future planning. If concerns continue an Individual Education Plan may be written with the child and parent/carer.

### **A Graduated Approach to SEN Support**

#### **SEN Stage Procedures**

We maintain a school register of all pupils placed within SEN Stage Procedure. The Register is updated when necessary to show changes in pupil placement.

The length of time spent by individual pupils within the different stages will vary greatly. It is anticipated that for many pupils progression will be cyclical.

Parents' views will be sought and they will be fully informed. The pupil's views will be sought where possible.

#### **SEN Support Process**

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSA's or specialist staff.

All children receive quality first teaching and only when they do not make adequate progress once they have received appropriate intervention, adjustments and good quality personalised teaching may they be identified as SEN.

The class teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

Where higher levels of need are identified external agency advice will be sought following parental involvement and permission.

The process of ASSESS – PLAN – DO – REVIEW is child-centred. School staff, the parents/carers and the child will collaborate to plan next steps, implement these and review the progress made at least termly (or sooner where necessary). Regular staff meetings will also highlight progress more regularly. Parents/carers and the child are asked to contribute to this process where necessary.

#### **Managing Pupils Needs on the SEN Register**

The SEN Code of Practice (2014) deems that children with SEN are categorised as SEN Support and in receipt of a Statement or Educational, Health & Care Plan (EHC Plan).

At Sheep Dip Lane Primary, our cycle of ASSESS – PLAN – DO – REVIEW is at least termly or more regularly if necessary.

All EHC Plans are reviewed annually unless the need for the child deems this to be more regularly.

The SENDCo is responsible for reviewing the SEN register on a regular basis and keeping up to date records for the additional provision and support required for each child.

It is the class teacher's responsibility to keep a child's Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) up to date. These must be reviewed at least termly with the child and parents/carers

or more regularly where necessary. A child friendly IEP should be used with the child within the classroom (age dependent).

IEP and progress documentation will be fed into termly pupil progress meetings unless a need is highlighted when information is to be passed to the SENDCO.

The level of provision is provided dependent upon the individual child. This would be considered as part of the local offer (see appendix) and in line with the individual needs of the child. Parents are asked to take part in the decisions made and are kept up to date with the progress.

Where a child is deemed to require specialist support, external agency referrals will be made, with the permission of parents/carers. It is the SENDCO's responsibility to oversee the consultation and communication with external agencies.

Where a child is identified as requiring additional funding and support from the LA High Needs Block parents/carers are requested to support the process. External reports are sought along with an up to date record of the child's needs. Parents are invited to complete the referral forms with the SENDCO. The SENDCO will also support the parents/carers in completing their documentation.

#### **Request for Statutory Assessment (Statement / Education , Health & Care Plan)**

Request for Statutory Assessment will generally be made by the school and by Health Services for pre-school children. Occasionally parents refer their children directly for Statutory Assessment. When requesting statutory assessment of a child's special educational needs, the school should be able to provide written evidence of, or information about:

- The school's action through SEN support
- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels
- Attainments and other assessments, for example: from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by the social services or education welfare service

The description of the child's learning difficulty and progress, together with information about the special educational provision made, will form a basis on which the Panel will decide whether a statutory assessment is necessary. If support services and in particular the educational psychologist have already been involved in assessing the child and reviewing provision, the Panel should be able to decide relatively quickly whether a statutory assessment is necessary. In the meantime – and whilst any subsequent statutory assessment is being made – the child should continue to be supported through SEN Support. I.E.P.s should continue to be planned, implemented and evaluated.

If the criteria for statutory assessment are not met, the Panel may recommend a return to the appropriate Stage of the SEN procedure. A new I.E.P. is implemented.

#### **Working in Partnership with other Agencies**

##### **External Support Services**

The school has arrangements for securing access to external services for pupils with SEND. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information from the SENDCO.

### **Partnership with Parents**

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of

children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. School will:

- Ensure all parents are made aware of the school's arrangements of SEND including the opportunities for meetings between parents and SENDCO
- Involve parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher
- Provide access to the SENCo to discuss the child's needs and approaches to address these needs
- Support parents understanding of external agency advice and support
- Undertake Annual Reviews for children with EHCP of SEND

### **Supporting Children at School with Medical Conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- See Supporting Children with Medical Conditions Policy for more details

### **Evaluating Success**

The success of our schools' SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo and subject leaders
- Termly review of Provision Mapping by the Leadership Team & Class Teachers
- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Value added data for pupils on the SEND Register
- The Governor's Annual Report to Parents
- The School Development Plan

### **Complaints**

Any complaints regarding the SEND policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENDCO. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher

If however, parents are still concerned they may contact the governor responsible for SEND and/or the Parent Partnership Service who may allocate an individual parent supporter or refer to the mediation service.

Signed \_\_\_\_\_ Headteacher

Signed \_\_\_\_\_ Chair of Governors



Date \_

Policy adopted on: Reviewed date: September 2019, next review September 2021