

Disability and Special Educational Needs (DSEN) Policy



Objectives of the Policy:

- To identify pupils with additional learning needs as quickly as possible in order to provide support and intervention through the use of appropriate teaching and/or pastoral support methods
- To support pupils to make good or better progress
- To maintain records and monitor pupil progress, ensuring that all parties involved with the child work collaboratively to meet the child's needs
- To provide full access to a broad and rich curriculum
- To encourage participation and success for all pupils, whatever their ability or needs
- To continue to develop a whole-school approach to meeting the needs of all pupils

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1. Introduction

Following the Code of Practice (2015), we believe that a child has Special Educational Needs where "their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" (section 6.15, p.94).

At Vale School we have a DSEN team that aims to provide for children with DSEN within class and year group settings. Other staff are trained in specific areas of DSEN and all staff receive training as part of the whole school development policy.

2. Aims and Objectives

2.1 At the centre of our provision are the following whole school aims:

- The all-round development of the individual child
- The acquisition and development of skills
- The social, moral, spiritual and physical development of the child
- A core of knowledge
- To enable children to be willing, effective and independent learners
- To provide a curriculum which is broad, balanced, relevant and which shows personalisation, progression and continuity
- To provide an environment which caters for the needs of the child, nurturing their development and enabling them to fit into the wider community

2.2 Our aim is to identify all children with DSEN as early as possible, in order that we can implement a programme of support and provision.

3. Roles and Responsibilities

3.1 The SENCo works closely with the Senior Leadership Team and the teaching staff to ensure the effective day-to-day operation of the school's DSEN policy. The SENCo works with the Senior Leadership Team to identify areas for development in DSEN in school and use these to inform the School Development Plan. They will coordinate provision for pupils on the school's DSEN Register at "School Support" level and for pupils with an Education, Health and Care (EHC) Plan.

3.2 The SENCo is responsible for:

- maintaining the school's DSEN Registers and the children's individual records;
- liaising with and making referrals to external agencies;
- ensuring that records are kept and passed on as the child moves through the school and beyond;
- working with class teachers and Year Leaders to arrange additional support within school such as Teaching Assistant time or extra teacher support time for a child;
- providing support and guidance to staff;
- ensuring the Annual Reviews are held within the legal timeframe and completing the necessary paperwork;
- working collaboratively with parents to support children with DSEN.

4. Identification, Provision, Assessment and Reviews

4.1 Children will be identified either:

- when they are admitted with a known disability or identified special educational needs;
- when the parent informs the school of a special need on entry;
- when a parent raises a concern that is explored within school;
- or when the class teacher or other members of staff recognise the need within the class or school setting.

4.2 The school will gather information to identify a child with DSEN from a variety of sources:

4.3 From the school:

- Class records and assessments, including information from previous schools which the child may have attended;
- National Curriculum attainment data;
- Standardised test results or profiles;
- Records of achievements;
- School reports;
- Staff discussions and observations;
- Targets set in English and Mathematics.

- 4.4** From the parents/carers of the child:
- Views on the child's development and health;
 - Perceptions of the child's performance, progress and behaviour at school and at home;
 - Other factors contributing to any difficulty, such as factors in the home environment, or health issues;
 - Views on action the school might take.
- 4.5** From the child:
- Personal perception of any difficulties;
 - Views on the help they might like to receive.
- 4.6** From other sources:
- Any information already available to the school from medical services, educational services or social care services.

4.7 Provision

A class teacher or a parent/carer may express a concern regarding the learning, behavioural, or physical needs of a child. This concern will be discussed with the SENCOs and a decision may be made to monitor the child's development and progress. Parents will be informed of this by the class teacher or DSEN team and invited into school to discuss next steps.

On at least a termly basis, the class teacher, SENCOs and parents/carers will review the strategies employed and assess the progress made. If agreement is reached that concerns still exist, the child will be placed on the school's DSEN Register under the category of "School Support."

4.8 "School Support"

If a child is identified as requiring School Support, the SENCOs and class teacher will discuss and gather information on the needs of the child, in conjunction with the parents. A plan for support and intervention, as appropriate, will be agreed and reviewed in meetings. Strategies will be explored to support the child within the context of the classroom.

If deemed necessary by the class teacher, SENCOs and Headteacher, Teaching Assistants and/or extra teacher support time will be allocated to the child/class teacher in order to support them. This could be class-based within a small group, or through individual or small group work outside of class. Additional resources will also be investigated and considered as appropriate.

4.9 Progress and attainment

Children's progress towards targets will be closely monitored by the class teacher, and the SENCOs where appropriate, and targets will be reviewed at least termly. If after reviews, and with additional consultation with the SENCOs, the child's progress is still not considered to be satisfactory, advice and support may be sought from outside agencies.

If children on the DSEN register are seen to be making good or better progress in comparison to their peers, they may be moved off the DSEN Register. Parents/carers will be consulted regarding any changes that will impact their child.

4.10 External Support

The school calls upon specialist support to help to identify specific needs and support the child. Information from outside agencies will be used to plan provision and write targets for the child. The SENCOs, in consultation with the Headteacher and Year Leaders, is responsible for organising support both from external organisations and from the school's own resources, including Teaching Assistant time and extra teacher support.

Parents/carers will be consulted before support from external parties is requested, and the school will use its best endeavours to work collaboratively with parents throughout periods of additional support for children, provided internally or externally.

If a child is still not making good or better progress, it may be decided that an Education, Health and Care Needs Assessment (EHCPNA) is required in order to support the child more effectively. The outcome of this could be an Education, Health and Care Plan, or EHCP (formerly known as a Statement of SEN).

4.11 External agencies the school can contact include:

- Learning and Behaviour Advisory Team
- School Nurses Service
- Speech, Language and Communication Therapy Service
- Education Welfare Officer
- Early Help
- Police Liaison Officer
- Children's Services
- Parent Partnership Services
- Educational Psychology Service
- Play Therapy Services
- Forest Schools

4.12 Assessment for an Education, Health and Care Plan

If concerns regarding a child's learning are not resolved using the graduated approach outlined above, and their needs remain significantly different from their peers, an application for an Education Health and Care Plan Needs Assessment can be made to the Local Authority. The SENCOs are responsible for preparing the assessment request, in consultation with the Headteacher, the child's parents/carers and relevant teaching and support staff.

If the Local Authority SEN Assessment Team agree that an assessment is required, they will initiate this process. They keep the school and parents/carers informed at each stage of the process, and the school will support parents as required.

5. Curriculum

- 5.1** Staff will use their best endeavours to ensure that the broad and rich curriculum offered to all pupils is fully accessible for children with DSEN. This will include reasonable adjustments within class, on trips and on residential visits. The school aims to provide a variety of teaching and learning opportunities for all children. Accessibility will be maintained through the use of personalised learning, small group support or withdrawal from class for small group or individual teaching for short periods of time, as deemed appropriate by the class teacher and the SENCOs.

6. Training

- 6.1** The SENCOs and other relevant staff will keep up-to-date with DSEN issues through attendance at training and locality events. Teaching and support staff will be kept up-to-date by the SENCOs and Headteacher, and will be provided with training and other development opportunities at staff meetings, in-service training (INSET), or through external training courses.

7. Success Criteria

- 7.1** All staff, parents/carers and Governors have the opportunity to be involved in the development of DSEN provision within the school, and are welcome to provide feedback on the success of the policy.
- 7.2** In particular, the success of the policy will be measured against the objectives stated at the beginning of the policy document, and the following will be used as indicators:
- Pupils with DSEN are identified as early as possible;
 - Pupils make progress towards the targets set for them;
 - Complete and appropriate records are maintained for pupils on the DSEN Register;
 - Use of support staff and external agency support is integrated into the school;
 - Pupils enjoy school and are proud of their successes;
 - Parents/carers feel involved in and satisfied with the provision in place for their children.

8. Children's Views

The following are examples of views expressed by children with DSEN at Vale School:

"I liked doing Lego in a group in the Hub. It was fun!" (TA working with a group of children using Lego Therapy to improve social interaction).

"I like really like working 1:1 with you. My maths is getting better."