

2014 Code of Practice – Special Educational Needs

And Disability (SEND) Information Report

This document aims to provide parents with all of the information they need to understand how their child's needs will be met by both the school and also by the Local Authority and Special Support Services. At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEND provision within the school and externally.

Consultation on support offer for young people with special educational needs and disabilities.

The Local Offer is an important part of the Children and Families Act 2014 which places new duties on all local authorities and their partners to improve and modernise SEND assessment and support. The Warwickshire offer has been developed following extensive work with parent groups and key partners who formed the SEND Reference Group. Working with parents and, where appropriate, the young people, a new joined up offer brings together information, advice and how to apply for services from education, health and social care support. Details of the offer can be found at www.warwickshire.gov.uk/send.

The SEND needs that the school provides for

We cater for pupils who experience difficulties in communication and interaction, cognition and learning, behaviour, emotional and social development and sensory and/or physical and medical conditions. The children require different strategies for learning and need a range of different teaching approaches and experiences. They acquire, assimilate and communicate information at different rates.

Our policy for identifying children and young people with SEN and for assessing their needs

All children are assessed when they enter our school. If our assessments show that a child may have a learning difficulty, the class teacher raises this concern with parents and the SENCO. Provision is made within the school to meet the child's needs which are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. We record in an IEP (Individual Education Plan), the strategies used to support the child. It shows the short-term targets which are reviewed each term. If after a review meeting it is felt that the child would benefit from further support from outside services, we will consult parents prior to any support being actioned. This enhanced level of support is called 'SEN support'. External support services will provide information for the child's new IEP. If the child continues to demonstrate significant cause for concern, a request for an 'Education, Health and Care Plan' (EHCP) will be made. A range of written evidence about the child will support the request.

How we consult with families of children with SEN and involve them in their child's education

The school works closely with parents in the support of those children with special educational needs by encouraging an active partnership through an on-going dialogue with them. Regular review meetings take place throughout the academic year to share the progress of children with special needs with their parents. If any outside intervention is sought parents are informed. All parents of children identified to have SEN will receive copies of their IEP's.

Our arrangement for assessing and reviewing a child's progress towards their potential outcomes

Early identification is vital. The class teacher informs the SENCO and the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an on-going process. IEP's, which employ a small-step approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

How we prepare children as they move between phases of education, i.e. our preparations for their transfer to secondary education or their move to another primary setting
Children have the opportunity to spend the day or a morning at their chosen school towards the end of the Summer term. In some cases it is felt that certain children may benefit from visiting the school more than once either as a small group or individually. Some SEN children work through a 'transition notebook' which helps them prepare for secondary education.
How we adapt our curriculum and our learning environment for our children with SEND
Children with special educational needs will have access to the National Curriculum which will be differentiated to take account of the child's particular needs and modified on an in-house basis to ensure maximum flexibility and attention to the particular child's academic and personal development. Lessons have clear learning objectives and we use assessment to inform the next stage of learning. We strive to be a Communication Friendly Environment and access to distraction free space is available if required.
The expertise of our trained staff who will support SEND children and advise on how specialist expertise will be secured
Staff aim to offer excellence and choice to all our pupils, whatever their ability or needs. This is done through the management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources. Staff receive sufficient training to be equipped to identify and support children with special educational needs. Resources are well adapted, modified and used to boost learning. The quality of the partnership and dialogue between support staff and class teacher is of a high standard.
How we evaluate the effectiveness of our SEND provision
Dordon School provides a broad and balanced curriculum for children with special educational needs. Teachers adjust their teaching of subjects to meet their needs and additional support is determined from within the school or from outside agencies. Individual Education Plans (IEP's) are effective in ensuring that individual needs are met. Pupils with SEN make good or better progress from their respective starting point.
How children and young people with SEN are enabled to engage in activities with their peers
We promote inclusion and acceptance of all pupils, encouraging them to interact, work co-operatively and engage in activities. This is done by offering a range of activities for all children to access.
Our support for improving emotional and social development, including how we listen to the views of SEND children and how they are included in the school's anti bullying policy
Our teaching staff support children with difficulties in personal, social and emotional development. We aim to achieve this through the removal of barriers to learning and participation by establishing a climate of trust and respect for all. The use of drama, role-play and social stories are used to help pupils understand their feelings and express their views. Pupils are invited to tell us their views about a range of school issues, on the annual pupil questionnaire.
How this school helps to meet the needs of SEND children and their families with regards support from external bodies, such as health services, local authority support services and voluntary sector organisations
Speech and Language, IDS (Integrated Disability Service), EIS (Early Intervention Service) and the Educational Psychologist are used to support pupils with SEN. Pupil assessment and classroom observations provide recommendations for classroom teaching and setting targets. Parents are given the opportunity to contact 'Parent Support Adviser Service' who offers advice and support.

Glossary – notes taken directly from the ‘Draft special need and disability code of practice; 0-25 years – April 2014’ by the Department for Education and Department for Health

SEND – Special Educational Needs/Disability - A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A disability as defined under the Equality Act 2010 is a “physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

EHCP – Educational, Health and Care plans – The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood.

A request for an EHC plan can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHC plan assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.

Roles within the school with responsibilities for SEND children

Class/subject teacher
The Class teacher is aware of the school’s policy for the identification and assessment of pupils with SEN and the provision it makes for them. IEP’s (Individual Education Plan) for SEN pupils are developed by working closely with the SENCO and support staff on a termly basis. When planning, teachers set appropriate learning challenges and respond to children’s diverse learning needs to enable them to participate effectively in curriculum and assessment activities.
SENCO
The SENCO Miss Hollie Griffiths is responsible for the day-to-day running of the provision of SEN by managing a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs. The SENCO co-ordinates the provision for and manages the responses to children’s special needs, oversees the records of all children as well as acting as the link with external agencies, parents and other support staff. The SENCO supports and advises colleagues, monitors and evaluates the special educational needs provision and reports to the governing body.
Headteacher
The Head of school Mrs. Moira Cross ensures that the daily management of SEN provision is effective by working closely with the SENCO, teaching and support staff. The Head teacher keeps the Governing Body informed of all matters relating to its responsibilities for the provision of SEN such as how the funding allocated to support special educational needs has been employed.
SEN Governor
The SEN governor Mr T Turnbull has specific oversight of the school’s provision for pupils with special educational needs. The SEN governor ensures that all governors are aware of the school’s SEN provision, including the deployment of funding, equipment and personnel. Termly meetings with the SENCO and SEN governor take place.

Specialist groups run by outside agencies

Local Authority Teams
Educational Psychology Team (EP)
Integrated Disability Service (IDS)
Special Educational Needs and Disability Assessment and Review (SENDAR)

