

THE DOVE-SHELL FEDERATION

East Crompton St James' CE (VA) Primary School

St Thomas' Moorside CE (VA) Primary School



SEN Policy

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This Policy details how East Crompton St. James' and St Thomas' Moorside schools (The Dove-Shell Federation) will do their best to ensure that the necessary provision is made for any pupil who has special education needs and those needs are made known to all who are likely to teach them. The schools will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the schools.

The schools will have regard to the Special Educational Needs Code of Practice when carrying out duties towards all pupils with special educational needs and ensure that parents are involved in decisions by the school that SEN provision is to be made for their child.

Every teacher is a teacher of every child or young person including those with SEND.

Inclusion Statement

“At The Dove-Shell Federation we believe that all children have the right to an inclusive learning curriculum and have the equality of opportunities regardless of need.”

The Dove-Shell Federation values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning.

The purpose of this document is to ensure that the school experiences of children with Additional Educational Needs and Disabilities are positive and supportive and to allow them the opportunity to develop educationally, socially, and emotionally.

The Federation aims:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability, which allows all children to make good progress from their individual starting points.
- To ensure the identification of all pupils requiring SEN/D provision as early as possible in their school career.
- To ensure that pupils with SEN/D are included as far as possible in all school activities.
- To ensure that parents of pupils with SEN/D are kept fully informed of their child's progress and attainment, strengths, and next steps.

- To ensure that pupils with SEN/D are involved, where practical, in decisions affecting their future provision.
- To regularly review the progress of children, to evaluate the provision in place, set regular targets and work in collaboration and partnership with outside agency providers as outlined in the SEN Code of Practice September 2014.

Objectives

- To ensure that the special educational needs of children are identified, assessed, and provided for as early as possible.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

- They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Inclusion Lead and the SENCO

The Federative Inclusion Lead is Mrs A Laskey and the SENCO across the Federation is Mrs Larissa Fox.

They will:

- Work with the head teacher and SEN governor to determine the strategic

development of the SEN policy and provision in the school.

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN governor

The SEN governor is Aly Lupton

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Executive Headteacher

The Executive headteacher is Mr Adam Laskey

The Executive headteacher will:

- Work with the Inclusion Lead, SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN information report (See separate document for the full school information report)

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls outside the expected range **may** have special educational needs. Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCo and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher collates evidence and records their concerns on a 'Cause for Concern' form which is to be shared with the SENCo. This evidence includes:

- Outcomes from baseline assessments and SATs
- Progress within Early Learning Goals, National Curriculum levels year 2 and 6, and age-related expectation for all other years in KS1 and KS2.
- Evidence of how high-quality teaching has been used to differentiate and plan work accordingly for the class to ensure the needs of all children have been met.

The SENCo, together with the class teacher and Deputy Head/ Federative Inclusion Lead, decide whether it is appropriate to place the child on the SEND register and at which level of provision. Parents will be consulted prior to this taking place.

5.3 Consulting and involving pupils and parents.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings, and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full 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 will be treated as partners and supported to play an active and valued role in their children's education.

- Guidance can be found within the LAS Local Offer (www.oldham.gov.uk)
- Further information can be found in the school's SEN information report which can be found on the school's website:
www.st-james.oldham.sch.uk
www.stthomasmooreside.co.uk
- Support is available from POINT – Parents of Oldham In Touch (www.pointoldham.co.uk) and IPSEA Independent Provider of Special Education Advice (<https://www.ipsea.org.uk/>)
- Admission arrangements can be found on the school's website as well as from the school office in the prospectus.
- Access arrangements: it may be necessary that those children with additional needs require help during tests/assessments. This help is defined in the guidance from the Department for Education board.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if

relevant. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

During transition, children are supported fully at each stage, whether it be from class to class, across a key stage or to another school. This could include additional visits, meetings with the new teacher/s or a transition passport.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Children working significantly below age-related expectations, from Spring term in Year 1, will be assessed and learning planned for using Performance Indicators for Valued Assessment and Targeted Learning (PIVATs). PIVATs provides a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment, focusing within the PIVATs structure on small steps within the P-scales up to the revised national curriculum Y4 age related expectations.

We will also provide the following interventions:

- See school information report.

5.7 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of Learning Support Assistants who are trained to deliver interventions as listed within our Information Report.

Learning support assistants will support pupils on a 1:1 basis. Learning support assistants will

support pupils in small groups.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy
- Educational Psychologist
- CAMHS
- Hearing Impairment team
- Visual Impairment team
- Quality and Effectiveness Support Team (QEST)
- Health professionals e.g. Community Pediatricians, School Health Advisor/Health Visitor.

5.9 Expertise and training of staff

Our Inclusion Lead has 12 years' experience, and our SENCO has 8 experience in this role. Our SENCo is allocated 3 days a week to manage SEN provision across the Federation. We have a team of 10 Learning Support Assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in BLAST1 and 2, Nuffield Early Language Intervention, WELLCOMM, Colourful Semantics, Lego Therapy, Emotional Literacy Support (ELSA), Narrative Therapy, Social Stories, Trauma Informed School strategies eg Sandplay and Big Empathy Drawings, Emotionally Based School Avoidance (EBSA), PIVATs, Precision Teaching.

We use specialist staff for all the above interventions.

Staff Audits are carried out so as to ascertain the training needs of all staff within the school. Training is then organised either on a whole school or an individual basis, depending on the findings and needs of the school. Learning Support Assistants are fully trained in delivering specific interventions throughout both Key Stages.

5.10 Securing equipment and facilities

Resources include Intervention Strategies and Programmes for: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Issues. Resources are sourced from outside agencies as required for specific Sensory and/or Physical Needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at each PCR meeting
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

All our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Castleshaw

All pupils are encouraged to take part in sports days/school productions/ class assemblies.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. (see accessibility plan and disability equality policy)

See accessibility plan and disability equality policy for information regarding our facilities.

- Arrangements for the admission of SEN pupils (see admissions policy)

5.13 Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of our after-school provision clubs to promote teamwork/building friendships.
- Pupils with SEN are taken to sporting competitions.
- We have social, emotional and mental health members of staff who work with our pupils. (See separate SEMH&W & relationships policies)
- ELSA programmes are designed for children with emotional and social difficulties.

We have a zero-tolerance approach to bullying. The school highlights the steps taken to ensure and mitigate the risk of bullying of vulnerable learners at each school within our Behaviour and relationships policies.

5.14 Working with other agencies

Where children are identified through the graduated response and plan, do, review cycle as needing specialist advice, support and assessment referrals will be made to outside agencies or relevant professionals.

These might include:

- Speech and Language Therapy
- Educational Psychologist
- CAMHS
- Hearing Impairment team
- Visual Impairment team
- Quality and Effectiveness Support Team (QUEST)
- School Health / Community Pediatric team

5.15 Complaints or Concerns about SEN provision

Complaints or concerns about SEN provision in our school should be made to the class teacher or SENCO in the first instance. If parents are still not satisfied following this, they can contact the Inclusion Lead. After this if the issue remains unresolved, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Support is available from POINT – Parents of Oldham In Touch (www.pointoldham.co.uk) and IPSEA Independent Provider of Special Education Advice (<https://www.ipsea.org.uk/>)

5.17 Contact details for raising concerns.

The arrangements made by the school Governors relating to the treatment of complaints from parents of pupils with Special Educational Needs, concerning the provision made at the school can be found in the school's Complaints Policy.

5.18 The local authority local offer

Our local authority's local offer is published here: Oldham Local Offer

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

6. Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Lead, Mrs Andrea Laskey & the SENCo, Mrs Larissa Fox every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board annually or following any amendments.

7. Links with other policies and

documents This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Disability Equality Policy
- Supporting pupils with medical conditions policy
- Social Emotional, Mental Health and Wellbeing policy
- Relationships policy