



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY DTRB 2022-2023

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<b>Signature of Headteacher :</b>		<b>Signature of Chair of Local Governing Body :</b>

**STATUTORY POLICY – REQUIRED ON THE WEBSITE**

## **Introduction**

At Dean Rose Bridge we believe that all pupils are entitled to a broad, balanced and differentiated curriculum. Pupils are valued equally, regardless of ability and encouraged to exceed their potential. The achievements, attitudes and well-being of all pupils are important and practical steps are taken to account for pupils' varied life experiences and needs. The Special Educational Needs and Disability Act 2014 sets out the legislation for the identification and provision for children/young people with special educational needs and/or disability (SEND). The law states that all schools must 'have regard' to the SEND Code of Practice 2014 when deciding how to support children with special educational needs. In addition, provision at Dean Trust Rose Bridge follows guidelines outlined in the Education Act 2011, the Children and Families Act 2014 and Equality Act 2010.

## **Purpose**

The purpose of this policy is to ensure that pupils with SEND are identified, supported and guided throughout their school life, thus enabling them to maximise their learning, achieve their potential and make a successful transition to adulthood, the world of further and higher education, training or work. Every pupil at Dean Trust Rose Bridge is equal, valued and unique.

## **Definition of Special Educational Needs and Provision**

*"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."*

*Children have a learning difficulty if they:*

- *Have a significantly greater difficulty in learning than the majority of children the same age; or*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority." (SEND Code of practice 2014)*

The current legal definition of special educational provision for children aged two or over is: *'educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the L A (other than special schools)' [Children and Families Act, Section 20].*

## **Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND through the use of appropriate diagnostic assessment tools.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To ensure that pupils with special needs and disabilities are given full and equal access to a broad and balanced curriculum
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the SEND Information Report.
- To work closely with external support agencies, where appropriate, to support the

needs of individual pupils.

- To ensure that all staff have access to information, training and advice to support quality teaching and learning for all pupils.

### **Roles and Responsibilities**

Miss Lucy Cropper Headteacher has ultimate responsibility in ensuring the implementation of this policy within school. Mrs Ruth Kelly Assistant Headteacher SEND is the school's named SENDCO and has overall responsibility for the provision for children with SEND, reporting to Mrs Amanda Cundle Deputy Headteacher. Mrs Ruth Kelly keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

#### **SENDCO will:**

- Manage the day-to-day operation of the policy across the school.
- Monitor interpretation of the SEND policy and ensure that the SEND Code of Practice is implemented and embedded across the school.
- Maintain the SEND list and regularly update the SEND provision map, Pupil Passports and Pupil Individual Profiles and Plans
- Ensure appropriate diagnostic assessments are used to ensure that appropriate interventions are in place and appropriate provision made.
- Track progress using school based and statutory assessment data.
- Monitor SEND attendance.
- Share relevant information with colleagues in order to ensure that learning is adapted with a range of quality first teaching strategies.
- Contribute to in-service training.
- Complete referrals to outside agencies when required.
- Act as a link with outside agencies.
- Liaise with LA support services and other external agencies such as CAMHS, Educational Psychologist, Occupational Therapist and Speech Therapist.
- Liaise with primary feeder schools, other schools and agencies.
- Liaise with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Work in partnership with parents/carers and outside agency professional to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- Complete relevant documentation required for additional funding for SEND support, those with and EHC plan or additional Top-Up Funding.
- Liaise with the designated teacher when a looked after has SEND.
- Oversee diagnostic testing in support of the school's responsibility under to the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations.
- Liaise with the Examinations Officer to ensure reasonable adjustments and access arrangements are fulfilled.
- Work 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, including those for public examinations.
- Will support the Pastoral Support Manager and attendance team in ensuring that, where appropriate, a pupil with high medical needs has a health care plan.
- The SENDCO will line manage Higher Level Teaching Assistants and all Learning Support Assistants.
- Monitor and support the SEND provision and report to the governing body.

**SEND Manager will:**

- Support with the deployment of Teaching Assistants, ensuring absences are covered.
- Support with maintaining the SEND list and regularly updating the SEND provision map, Pupil Passports and Pupil Individual Profiles and Plans.
- Deliver nurture sessions.
- Oversee the extra-curricular timetable for SEND.
- Liaise with teachers, support staff and parents to ensure suitable adaptations are made for pupils with SEND.
- Support in the completion of relevant documentation required for additional funding for SEND support, those with and EHC plan or additional Top-Up Funding.

**Classroom teachers will:**

- Differentiate appropriately to meet the needs of SEND learners using Pupil Passports to influence Quality First Teaching strategies. Teachers will take responsibility for identifying barriers to learning and use the Dean Trust Rose Bridge Graduated Approach for pupils who they identify as having '*significantly greater difficulty in learning than the majority of children the same age.*' This will support in drawing attention to the SENDCO pupils who may require further intervention.

**SEND Governor will:**

- Have regard to the SEN Code of Practice when carrying out his duties towards all pupils with special educational needs.
- Do her best to ensure that necessary provision is made for any pupil who has special educational needs.
- Report annually to the Governing Body on the policy's effectiveness, including any changes made during 2021-2022.

**Facilities for students with Special Educational Needs and Disabilities**

The school is a building with many stairs. There is, however, disabled access within the building including lifts, ramps and disabled toilets. Should an area of school prove inaccessible timetabling will ensure full access. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2014 in terms of admitting pupils with disabilities. There are facilities for small group/individual teaching in the library and Wellbeing Centre. The iClass (Improving Confidence in Learning and Social Skills) facility also has space for small group work and one to one assessments and interventions. All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Equality Policy, Medical Conditions Policy, Accessibility Report and Accessibility and fair access to assessment policy should be read in conjunction with this policy.

### **Admission and identification of pupils with Special Educational Needs**

Applications from parents of pupils with SEND, but no Education Health and Care Plan, will be considered on the basis of the Local Authority's published admissions criteria. (*Refer to Admissions Policy*)

The SEND Code of Practice identifies a range of needs relating to the four areas of SEND.

Specified:

1. **Communication and Interaction**, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorders)

2. **Cognition and Learning**; when children learn at a slower pace than their peers, even with appropriate differentiation.

They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties) - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment)
- SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).

3. **Social, Emotional and Mental Health Difficulties.**

They include:

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behavior. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder
- ASD

4. **Sensory and/or Physical Needs**, including

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

For a pupil with English as an Additional Language, with a lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEN, advice will be sought from the LA. Additionally, the school can seek support from EMAS and a full assessment of a pupil's language skills can be obtained. This information will form the basis of further work in assisting their learning difficulties.

Members of the Senior Leadership Team, Pastoral teams and SEND team will liaise with the primary schools during the transition period regarding pupils who will require support when they start at Dean Trust Rose Bridge. Parents are invited to speak to the SENCO/SEND Manager during the new Intake Evening.

On entry into the School, all pupils will be assessed using:

- Reading Comprehension 6-14;
- Listen and Spell 6-14;
- CATs (Cognitive Ability Tests)
- Numeracy age

Some pupils will require further assessment using:

- C-TOPP (Phonological Processing)
- GL Dyslexia Screener
- GL Lucid Rapid
- WRAT 5
- BPVS

Early identification, assessment and provision for any SEND pupils are very important for the following reasons:

- It can minimise the difficulties that can be encountered.
- It can maximise the likely positive response of the pupil.
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.
- If the pupil's learning difficulty proves less transient when addressed by the school alone, external agencies can be brought in earlier and very likely with more success.
- It can improve the pupil's attitude to learning and value of school life impacting positively on attendance.

Mainstream staff may identify a pupil they consider to have special educational needs at any time throughout the year by completing a referral and implementing the Graduated Approach. After receiving advice from the SENCO/SEND Manager, teaching staff will implement different strategies to enhance quality first teaching within their subject area for an agreed period. The pupil will then be reviewed to decide if intervention has secured adequate progress, if not the pupil will move on to SEND Support.

### **Support for teaching and learning**

The NC Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils through:

- Setting high expectations for every pupil, whatever their prior attainment
- Using appropriate assessment to set targets which are deliberately ambitious
- Identifying potential areas of difficulty and addressing them at the outset

This School is committed to supporting pupils identified as having SEND within the mainstream classroom. All teachers are teachers of special educational needs and are expected to adapt lessons appropriately as reflected in the Teachers' Standard Five. The Pastoral and SEND team are dedicated to advising and supporting pupils and staff to enable special needs pupils to learn alongside their peers. Every member of staff is provided with detailed information, advice and strategies to support pupils with a variety of SEND needs via Pupil Passports.

When planning curriculum and assessment for pupils all staff consider the specific needs of pupils highlighted as having special educational needs. Subject faculties adapt schemes of work to enable pupils to gain maximum benefit from the curriculum. Adaptations cover the more able pupils as well as those normally classed as having 'special educational needs'.

Professional development of staff within Care, Guidance and Support is enhanced through regular meetings during collaborative planning time, CPD provided specifically for Teaching Assistants, lesson observations and coaching sessions.

### **Continuum of provision to overcome barriers to learning**

The school adopts a graduated response in order to support pupils with SEND and recognises there is a continuum of special educational needs. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something **different** or **additional** is required.

### **Stage 1 – School Support**

Pupils who are not making adequate progress - but with quality teaching and additional interventions are expected to narrow the gap within approximately two academic terms- are placed in the 'School Support' category. Pupils identified as requiring **school support** may be provided with one or more of the following types of support to facilitate inclusion, enable progress, gain confidence and/or assist in the achievement of success:

- Differentiated materials.
- In-class support.
- Technical support (hearing impaired).
- Reading intervention.
- Numeracy intervention.
- Small teaching groups

### **Stage 2 – SEND Support**

Pupils who have not made satisfactory progress will move along the continuum to **SEND Support**. This will follow a four-stage cycle: Assess Plan, Do and Review.

### **Assess**

In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed.

### **Plan**

Where it is decided to provide a pupil with SEND support the pupil, parents, keyworker and SENCO should agree on interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All class teachers and support staff who work with the pupil will be made aware of their needs via a Pupil Passport, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any Learning Support 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 should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

At this point the SENCO may request advice and/or support from external agencies such as the Educational Psychology Service, Local Authority Support Services, Social Services, Pupil Referral Unit, and the Education Welfare Officer. The following support may be given;

- A SEND Support Plan will be drawn up between the pupil, parents and school identifying the pupil's needs to improve their long-term outcomes. This will be reviewed three times a year;
- A keyworker will be assigned to lead on the SEND Support Plan, supported by the SENCO.
- An application for appropriate access arrangements for internal and external examinations will be made, where applicable.



### **Stage 3 Enhanced Provision**

If it is deemed for any reason that pupils need further support, through agreement of the young person, parent/carer, SENCO and external agencies (including specialists) a referral can be made through the named referral form with a view to acquiring Enhanced Provision – (top-up funding on a short-term basis) to ensure the long-term outcomes are achieved for the student.

*\*This process can take up to two academic terms to complete and during this time, SEN Support measures continue to apply.*

### **Stage 4 – Education Health and Care Plan**

For a small number of pupils, it may be necessary, in further consultation with parents and external agencies, to consider whether to ask the LA to initiate a statutory assessment. The description of the pupil's learning difficulty together with information about the special provision made will form the basis on which the LA can consider whether statutory assessment is necessary.

Pupils who qualify for an Education Health and Care Plan are set targets. Strategies to meet these targets will be included on their SEND Support Plan. All pupils who are in receipt of a EHCP are reviewed annually on a formal basis, when parents, pupils and outside agencies are requested to comment upon progress made and difficulties experienced. All persons, along with the pupil, are invited to attend the case conference.

Pupils who have an active Education, Health and Care plan outlining provision to be implemented by the school and external agencies will automatically be placed in this category.

### **How SEND will be reviewed at Dean Trust Rose Bridge**

The SENCO will have overall responsibility for managing and reviewing the support for SEND pupils, ensuring the school is using its best endeavours to achieve the best possible outcomes for the pupil. All pupils identified at SEND Support, Enhanced Provision or EHCP will be monitored at key Review Points with updates for pupils, parents and teaching staff. Pupil voice surveys will be conducted to ensure that the views of SEN pupils are heard and that any further pastoral support arrangements are in place. The SENCO will attend all annual reviews for EHCP pupils, weekly monitoring of EHCP pupils will be facilitated through Teaching Assistants/Key Person with a twice-yearly review to ensure that needs are being met. Any concerns may result in an emergency annual review in order to seek advice from Wigan SEND team.

### **External Support**

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)

- Paediatric Therapy Service (Speech and Language, Occupational Therapy Physiotherapy)
- Targeted Education Support Service
- The School Nurse
- Education Welfare Service
- Special Schools
- Children's Social Care
- Children and Adolescent Mental Health Service
- SEND Information Advice Service (SENDIAS) formally Parent Partnerships
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The School will also seek support from voluntary and private agencies as required.

### **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. For up to date signposting, please visit our website.

### **Partnership with Parents**

The School believes that parents hold key information and have a critical role to play in their children's education. For this reason, we actively seek to work with parents of pupils with SEND. All teachers, the SENCO, SEND Manager, Heads of Year, Learning Support Assistants and Pastoral Support Managers have an important role in developing positive and constructive relationships with parents. We recognise that some parents require both practical help and emotional support if they are to play a key role in the education of their children. As a result, we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations.

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child

- If a decision is being considered to move a pupil on to SEND Support then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- Parents'/Carers' views will be sought when a pupil's support plan is drawn up and suggestions as to how these can be supported at home will be given.
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review

report being drafted and incorporated into the final report.

Consulting young people with SEND:

- Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e. at SEND reviews and meetings with their keyworker.

Parents are encouraged to discuss any problems or concerns with school, with the child's Head of Year initially. Most problems can be resolved in this way. However, if this does not happen, parents may raise concerns with the SENCO/SEND Manager or a member of the Senior Leadership team as appropriate. Any complaints will be dealt with in line with the school complaints policy. Parents/carers may take their complaint to the LA, as described in the 2011 Education Act.

### **Criteria for exiting the SEND register**

A pupil may be removed from the SEND register where it is felt they have made sufficient progress towards agreed targets such that:

- They no longer have a significantly greater difficulty in learning than the majority of others of the same age, or
- Their disability no longer prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

This decision will be made in discussion with the pupil and their parents or carers at a review meeting. Their progress and access to the curriculum will continue to be monitored to ensure that there are no further concerns.

### **Transition Arrangements**

The SENCO or Transition team will visit all feeder primary schools to gather information on the new intake of pupils. This is then shared with relevant staff, through the Provision Map. For those pupils in receipt of an EHCP or Enhanced Provision, the SENCO/Inclusion Coordinator may be invited to attend Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND pupils that are moving between key stages will have transition arrangements in place via the SEND review process.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

### **Medical Conditions**

Dean Trust Rose Bridge follows the recommendations of the Children's Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil with SEND, their provision will be planned and delivered in a coordinated way with their Healthcare Plan. Appropriate access arrangements will be put in place for public exams. All pupils who have a significant medical condition and/or disability will have a Care Plan.

### **Complaints Procedure:**

The procedure for managing complaints is specified in the school's complaints procedures. Initially an attempt will be made to resolve any complaint about SEND provision at school level, with the school's SENDCO. The formal complaints policy and procedure can be viewed on the school's website.

### **Other related documents**

This Policy should be read in conjunction with the following documents, all of which are available on the school website:

- The Equal Opportunities Policy
- Medical Conditions Policy
- Accessibility and Fair Access to Assessment Policy
- Local Offer
- Complaints Policy and Procedure

### **Review Framework**

The policy should be reviewed annually or sooner in the event of revised legislation or guidance.