



- The Dartmoor Federation comprises:
- Boasley Cross Primary School
- Bridestowe Primary School
- Exbourne CofE Primary School
- Lydford Primary School
- Okehampton College



Lydford Primary



Dartmoor Federation

Special Educational Needs and Disability Policy

This policy was adopted by the Dartmoor Federation, at the Policy Review Committee Meeting, on 22nd April 2013

1.0 Objectives

Each pupil has individual and unique needs, however some pupils require more support than others and some require special educational provision to be made. All schools in the Dartmoor Federation aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- recognise that each pupil has individual and unique needs but that some pupils require more support than others
- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of school life
- identify, assess, record, and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their pupil's development
- work collaboratively with parents, other professionals and support services

- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

2.0 Roles and Responsibilities

2.1 The **governing body**, in co-operation with the Head teachers and Principal, has a legal responsibility for determining the policy and provision for pupils with special educational needs. Specific responsibilities are to:

- appoint a SEND governor to monitor the quality of SEND provision and report back regularly to the governing body
- develop the school's SEND policy in line with the Code of Practice for Special Educational Needs (2001) and make this available to parents
- ensure that necessary provision is made for any pupil with SEND or a disability, so that they may take part in all school activities
- ensure that all staff are aware of the need to identify and provide for pupils with SEND
- ensure that parents are notified if the school decides to make SEND provision for their pupil
- be fully informed about SEND, so that they can play a major part in school self-review.
- set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- ensure SEND and disability provision is an integral part of the School Development Plan

2.2 The **Headteachers and Principal** have responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to the governors, different SEND issues and the effects of inclusion policies on the school as whole.

2.3 The **Special Educational Needs and Disability Co-ordinators** (SENDCos) are qualified teachers. They are responsible for:

- overseeing the day to day operation of the school's SEND policy and co-ordinating the provision for pupils with special educational needs/disabilities
- ensuring that an agreed, consistent approach is adopted
- carrying out detailed assessments and observations of pupils with specific learning difficulties

- supporting all staff by advising on appropriate targets and strategies, resources and materials for use with pupils with SEND and on the effective use of materials and personnel
- liaising closely with parents of pupils with SEND,
- liaising with the county SEND Adviser as appropriate and all outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND
- contributing to the in-service training of teaching staff, HLTAs and TAs
- liaising with the SENDCos in receiving schools to help provide a smooth transition from one school to the other

2.4 Provision for pupils with SEND is a matter for the school as a whole, drawing on the SENDCo for advice on identifying, assessing and making provision to support inclusion and help pupils with SEND to gain access to a broad and balanced curriculum. **Class teachers** are responsible for:

- including pupils with SEND in the classroom
- writing provision maps to provide an appropriately differentiated curriculum.
- giving feedback to parents of pupils with SEND

Higher Learning Teaching Assistants and Learning Support Assistants

- support pupils' individual needs and help with inclusion of pupils with SEND within the class
- play an important role in implementing provision maps and monitoring progress
- contribute to review meetings
- give feedback to teachers about pupils' responses to tasks and strategies.

2.5 Dinner supervisors are given any necessary information relating to the supervision of pupils at lunchtime, in particular to their behaviour management and other issues for particular pupils.

3.0 Allocation of Resources

3.1 All schools in Devon receive additional funding for pupils with SEND or disabilities

3.2 Resources are allocated according to need. The resources available may include; ancillary help, teacher time and materials and ICT support. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEND.

3.3 The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

4.0 Identification, Assessment and Review

4.1 The SEND Code of Practice recognises six areas of need:

Code of Practice Needs Categories

Communication and interaction Language

Autistic spectrum disorder (ASD)

Specific learning difficulties e.g. Dyslexia,

Cognition and learning Dyspraxia

Behaviour, emotional and social development BESD, ADHD

Sensory and/or physical Hearing, Visual, Physical

4.2 The levels of provision to meet these needs are:

School Action

If a pupil requires additional and different support and meets the moderation criteria then support at School Action is put in place. The pupil is included in the year group's Provision Mapping plans by the class teacher/form tutor with support from the SENDCo, and this is reviewed as and when necessary. Parents are invited to reviews and encouraged to play a full part in the process.

School Action Plus

If a pupil has not made sufficient progress, the level of support may be increased to School Action Plus. At School Action Plus, outside agencies will be involved as required this is often the school's Educational Psychologist, but may be one of a range of other LA or Health Services professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service. The SENDCos supports the class teacher in planning provision and liaises with any outside agencies involved. The provision should reflect any advice given by outside agencies. Parents are encouraged to attend reviews and to play a full part throughout the process.

Statement

Only a very small proportion of pupils require a Statement of SEND. These pupils are likely to have severe or complex needs that require more specialist advice and support.

4.3 Reviews of pupils at School Action and School Action Plus are normally carried twice yearly with input from pupils (where appropriate), parents, teachers and TAs. Provision and targets are considered and new targets set.

4.4 For pupils with statements, an Annual Review Meeting is held in addition to six monthly reviews. At this meeting, consideration is given to whether the statement should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. All relevant professionals, including those who contributed to the original statement (as appropriate), may be invited to attend or submit a written report.

5.0 Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo and head of faculty/subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils with SEND
- annual monitoring of procedures and practice by the nominated SEND/governor
- school self-evaluation,
- a yearly update of the SEND policy
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan/revise provision and targets, and celebrate success.

6.0 Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo.

In the event of a formal complaint parents are advised to follow the school complaints procedure. A copy of this is available from the schools offices.

7.0 Partnership with Parents

- Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise.

- Parents are always encouraged to take part in the process of reviewing and monitoring provision and progress.
- Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities
- Parents are consulted before outside agencies are involved and are included as far as possible in strategies instigated.
- Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.
- Parent consultation meetings are held regularly, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo.

8.0 The Voice of the Child

The Dartmoor Federation encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to teachers, HLTAs and TAs about their learning
- class and individual reward systems

9.0 Links with Other Agencies, Organisations and Support Services

The Dartmoor Federation is committed to using the services of a wide range of education, health and social services professionals available in Devon.

10.0 Links with Other Schools and Transfer Arrangements

- SEND action records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective Secondary School
- Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from local secondary schools are available for consultation before the time for transfer
- For pupils with a statement of SEND, the pupil's statement is reviewed by the CSET at least annually, but additional revisions may be required in exceptional circumstances. Any Statement must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned while considerations of transition to secondary are reviewed.
- The SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- Representatives from receiving schools visit the school to meet parents and pupils before transfer.

- Teachers liaise closely when pupils transfer to another class within the school
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- There are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEND when they are about to start school

11.0 Staff Development and Appraisal

- The Dartmoor Federation is committed to gain expertise in different areas of SEND.
- There are regular training sessions within school for teachers, HLTAs and TAs, in response to particular needs within the school.
- Use of The National Strategies: Inclusion Development Programme (IDP), materials supports the school in further developing its inclusive practices.
- Reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- The SENDCo and other staff attend relevant County meetings and INSET if deemed relevant.
- Newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures and approach in the school.
- The SENDCo will attend tribunals as and when necessary.

12.0 Other Related Policies and Sources of Information

12.1 The following policies give further detail on other aspects of support for pupils with SEND. They are all available, (unless noted) from each Federation Satellite site and on the websites of the Dartmoor Federation and of each School

- Accessibility Plan
- Curriculum Policy
- Admissions Policy
- Equalities and Cohesion Policy
- Behaviour Policy * Some of the titles of this policy vary within the Federation

12.2 Devon Parent Partnership Service provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice.

IPS give advice and support to parents of pupils with SEND at any age or stage. Parent Partnership also gives information about mediation services. Devon Parent Partnership arranges meetings and produces leaflets and audio guides about many aspects of SEND. Further information is available by request.

<p>The designated Governor for SEND in the Dartmoor Federation is Jane Lake</p>
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Reviewed by : The Value and Safety Portfolio policies working party.

SEND Governor: Jane Lake

Approved at the full governing body meeting held on **Signed: Date:**

(Chair of Governors)

Date for review: Summer Term 2015

Appendices

- A SEND SEF for each school
- B SEND Framework
- C Increasing Accessibility Strategy stands A,B and C.
- D Triggers for SA and SA+
- E Sample IEP
- F Sample Provision Maps
- G List of Abbreviations
- H List of SENDCos

Appendices available upon request