



Three Legged Cross First and Nursery School

Special Educational Needs and Disability Policy

SEND Information Report

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The headteacher, Justine Horn has overall responsibility for Special Educational Needs and Disability (SEND) in Three Legged Cross First and Nursery School.

The designated teacher responsible for coordinating SEND provision for children is: Alex Hustler.

The person co-ordinating the day to day SEN and disability provision for children at Three Legged Cross First and Nursery School is: Alex Hustler.

Contact details: Three Legged Cross First and Nursery School, Church Road, Three Legged Cross, Wimborne BH21 6RF. Telephone: 01202 822460

The Governor with oversight of the arrangements for SEN and disability is: Maris O'Brien who can be contacted via the school office.

Children with Special educational needs and disability (SEND) make good progress at this school. They are included in all aspects of school life and make valuable contributions to the school.

This policy was developed in conjunction with staff and governors.

AIMS AND OBJECTIVES

Three Legged Cross First and Nursery School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives. Our school offers an inclusive curriculum and aims to meet the needs of the vast majority of SEND within our mainstream school.

AIMS

To identify at an early age, individuals who need extra help and support.

- To enable each child to take part and contribute fully to school life.
- To develop individuals' self esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Inclusion co-ordinator who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The governing body will exercise their duty and have regard to the children and families Act 2014 and the Equality Act 2010. This will include ensuring that Three Legged Cross First and Nursery School arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

Role of the Inclusion co-ordinator

The inclusion co-ordinator (Inclusion co-ordinator) is responsible for overseeing the day to day operation of the school's SEND policy. The Inclusion co-ordinator will coordinate additional provision for children with special educational needs and disability. With the support of the Headteacher, colleagues and governors the Inclusion co-ordinator seeks to develop effective ways to overcome barriers to learning.

Looked After Children

Mrs. Clare Sims, the deputy headteacher is the designated person for Looked After Children.

ADMISSION ARRANGEMENTS

Three Legged Cross First and Nursery School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Three Legged First and Nursery School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Three Legged Cross First and Nursery School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual

medical conditions. More information can be found in the Local Offer information held on the local authority's website, www.dorsetforyou.com/local-offer

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an accessibility plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

Physical environment: ramps for wheelchair access, toilet for disabled.

Essential equipment and resources are provided when needs have been identified and assessed.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

We would recognise a child having a special educational need or disability if they had a greater difficulty in learning than most other children of similar age; or if they had a visual, physical or mental disability or behavioural and emotional behaviours that made it difficult for them to access mainstream schooling.

Parents/carers are consulted alongside the class teacher or/and the Inclusion co-ordinator when we have a concern relating to the broad areas of need.

The inclusion co-ordinator will consult and discuss the provision process to parents/carers which may include the use of education and health outside agencies e.g. Educational psychologist, behaviour support, school doctor, speech therapists.

Medical information supplied by parents is shared appropriately to all staff who teach or support children with medical needs.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs.

If a child has been identified as having special educational needs a support plan will be actioned (amended Individual Education Plan) and the school will keep a careful record of this in order to monitor progress. The inclusion co-ordinator, class teachers review the plan along with the contribution of the parents.

Where it is decided that a child does have SEND, the decision will be recorded in the school records and the child's parents / carers must be informed that special educational provision is being made.

The Inclusion co-ordinator will use the school's tracking system and comparative national data and expectations to monitor the assessment level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

MANAGING SEND CHILDREN IN OUR SCHOOL

All learners have full access to teaching and learning within the National Curriculum. Where a child is identified as having SEND and or a disability, this school adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

MONITORING AND EVALUATION OF SEND

Formal monitoring of SEND provision takes place twice a year through reviewing Individual Education Plans and setting new or amending targets by Inclusion co-ordinator and class teachers after consultation with teaching assistants. Parents/carers are invited to meet the Inclusion co-ordinator to discuss their opinions and concerns. IEP's are amended to reflect parents' views. Parents/ carers are also aware that the Inclusion co-ordinator and class teachers and Headteacher are available throughout the school year to discuss any concerns they have regarding their child's progress or difficulties.

Children who achieve their IEP targets before their next IEP is due will have a new IEP issued with new targets.

Informal monitoring is ongoing. class teachers, teaching assistants and the headteacher discuss children's SEND needs regularly with the Inclusion co-ordinator. Appropriate action is swiftly taken.

COMING OFF THE SEND RECORD

A child will be removed from the SEND record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Three Legged Cross First and Nursery School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that this school is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Three Legged Cross First and Nursery School policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

Three Legged Cross First and Nursery School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

The Inclusion co-ordinator will arrange extra visits to the transition school with SEND children and their parents if needed.

Receiving schools liaise with the Year 4 teacher and Inclusion co-ordinator in the summer term before moving to middle school.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The Inclusion co-ordinator will provide information on specific needs for new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Governors are informed of relevant SEND training courses and of those to support children at school with medical conditions via the clerk to the governors.

SEN INFORMATION

Three Legged Cross First School presents its SEN information in three ways:

- i. by information placed on the school website which can be found at www.3lxschool.com
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites

ACCESSIBILITY

Three Legged Cross First School publishes its Accessibility Plan on the school website; this information can be found at www.3lxschool.com. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at www.dorsetforyou.com/local-offer.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the

care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Three Legged Cross First and Nursery School publishes its Complaints Policy on the school website; this information can be found at www.3lxschool.com.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by governors.

Parents/ carers will be invited to comment on the SEND policy and their views and opinions will contribute to future SEND policies.

OTHER RELATED POLICIES AVAILABLE TO VIEW ON SCHOOL WEBSITE

www.3lxschool.com

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti bullying

The primary purpose of the school is to ensure the provision of a high quality education for all learners, irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief, age or chosen lifestyle.

This policy has been reviewed in line with the schools single equality policy.