



Dallam
School

Special Educational Needs Policy

Committee:	Local Advisory Committee
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1. Aims

The objectives of Dallam’s SEND policy.

- All students will have a right to equal opportunities in education.
- All students will have a common entitlement to a broad and balanced curriculum.
- All students will have the opportunity to feel valued, to experience success and feel positive about themselves.
- All students will have access to support appropriate to their identified needs.
- All teachers are responsible for teaching students with SEND.
- Special needs provision will be carried out in a caring, supportive atmosphere, which promotes learning.
- All students will be taught in their own class group and withdrawal will be kept to a minimum.
- The SWMAT LAC will monitor provision for students with SEND in the school and carry out their statutory responsibilities.

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 students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEND if they have a learning difficulty or disability which 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 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 SENDCO

The SENDCO is Kate Gould

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 students with SEND up to date
- In conjunction with the International Baccalaureate Diploma and IBCC Coordinator; ensuring that the principles and practises of the IBO are developed and applied. The document "Special educational needs within the International Baccalaureate programmes" (IBO, 2010) and "Towards a Continuum of International Education" (IBO, 2008) informs practices and procedures.

4.2 The SEND governor

The SEND governor will:

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

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching 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 SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND 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 students with SEND and assessing their needs

We will assess each student'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 students 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. Class teachers will report to the SENDCO concerns that they may have regarding an individual. This may lead to further investigative testing in school to determine the course of action within school.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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 student 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.

5.3 Consulting and involving students and parents

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

- Everyone develops a good understanding of the student'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 student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

We will consult parents throughout the school year regarding such issues as:

- Exam access arrangements
- Educational Psychology assessments
- Speech and language interventions
- Intervention programmes in school

5.4 Assessing and reviewing students' 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 SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and 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 student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly – usually after each progress review cycle.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will be done using Key Strategy sheets for students. We will regularly review the effectiveness at three key points in the year of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

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

For students who have an EHCP this will be discussed at the transition review and plans made between school and the destination for students. Consultation with Inspira, parents/carers and students will inform all transition planning, and this will be bespoke to the individual.

For students without an EHCP plan, the approach will be based upon need and consultation with parents/carers and students and be bespoke to the individual student.

5.6 Our approach to teaching students with SEND

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

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

The school has a team of qualified Teaching Assistants who work closely with department leaders and Classroom teachers to differentiate and support students in and out of the classroom. We offer a range of interventions for students based upon the needs of individuals and groups of students. These may include 1:1 sessions or small group teaching, or a planned intervention activity such as IDL cloud spelling programme.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school site has accessible toilets and lifts and ramps in place to allow those with wheelchair or physical disability access to the buildings of school.
- A Learning Support Room has been created to enable students to access a quieter and designated space during lesson and social times.
- Changing facilities for students with disabilities are available.

5.8 Additional support for learning

We have teaching assistants who are highly qualified to work with students with a variety of needs.

Teaching assistants will support students on a 1:1 or shared support basis in classrooms and in small group work

Teaching assistants will support students in small groups in classrooms or for withdrawal interventions in discussion with parents/carers

We work with the following agencies to provide support for students with SEND:

- Cumbria Educational Welfare Officer
- Educational Psychological services visit under a quota arrangement.
- Links with Barrow PRU.
- Links with Social Services
- Links with the Cumbria Hearing Impaired Team.
- Links with the Cumbria Speech and Language Intervention Team.
- Other agencies as appropriate to specific students' needs.
- Links with Cumbria Inspira.
- Links with Kendal College Learning Support Department.
- Links with Lancaster and Morecambe College Learning Support Department.
- South Lakes Inclusion Advocates.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term

- Reviewing the impact of interventions each half term
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

5.10 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

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

All students are encouraged to uptake offers of residential trips in all year groups.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND.

If a student with SEND needs wishes to access a trip or activity, the SENDCO will liaise with the lead of that activity to enable support to be provided effectively as to not disadvantage the student.

5.11 Support for improving emotional and social development

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

- Students with SEND are encouraged to be part of the school council and Team Talk session.
- Pastoral support in school is provided by the pastoral team for each year group. There is no discrimination of how this support is applied. Students with SEND needs are able to access this via the learning support team or directly to the pastoral team.
- School provides a supported area at social times which enables students to mix socially in a smaller environment if they so wish.

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

School works closely with other agencies and has access to in house provision of CANW (Child Action North West) counselling and support services. Heath and SEND support services are in regular contact with the school SENDCO and these services can be accessed at any time by school request. School employs an Educational Psychology service at 5 points during the school year to reduce waiting time on locally provided services in identifying learning needs.

5.13 Complaints about SEND provision

- The school complaints procedure should be followed if this is deemed necessary. Under the 2014 Code of Practice parents can request the services of an independent disagreement resolution service. The Head of Learning Support will provide more information about this on request or it can be accessed through the named Special Educational Needs and Disability Officer (SENDO) for Dallam.
- This can be found on the school website under the policies section.

5.14 Contact details for raising concerns

Mrs Kate Gould (SENDCO) – K.Gould@dallamschool.co.uk

Mr Rob Surtees (Assistant Head Teacher) – R.Surtees@dallamschool.co.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Advisory Committee for Dallam School

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and Rewards
- Single Equality objectives
- Supporting students with medical conditions
- Safeguarding Policy