



## **Doxey Primary School Special Educational Needs Information Report**

At Doxey School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. We are a mainstream school providing for children of varying needs. Children have a Special Educational Need if they have a learning difficulty which calls for special educational provision to be made for them. The 2014 SEND code of practice defines a learning difficulty as follows:

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children have a disability if they have 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out day-to-day activities.'

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them that is anything that is 'additional to or different from what is normally available in schools in the area.'

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disability takes account of the type and extent of the difficulty experienced by the child.

### **Structures for meeting Special Educational Needs**

The school recognises that all members of staff are teachers of children with special educational needs. The head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Co-ordinator (SENCO).

The Special Educational Needs Co-ordinator (SENCO) is Jessica Clarke

The SEND Link Governor is still to be confirmed.

The member of SLT who is the SEN advocate is Janet Baker.

## **Aims and objectives**

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child
- to identify children with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities are able to join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate.

## **Compliance**

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

- Children and Families Act 2014
- Equality Act 2010

## **How does Doxey Primary School know if children need extra help and what should I do if I think my child may have Special Educational Needs?**

Children are constantly assessed against learning objectives in every lesson and against criteria from the national curriculum. The school uses the STATsheffield assessment materials. This is completed by teachers and TA's in the classroom. Progress is monitored closely by leadership, including the Special Needs Co-ordinator, on a termly basis to ensure that all children make at least expected progress. Where needs are identified the school recognises that children's requirements fall into four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

Pupil progress meetings are held termly with the SENCo to discuss the needs and progress of any child identified as having a Special Educational Need or whose progress or attainment is causing concern. This may result in interventions for those children in need of extra support to 'close the gap'. If a child is identified as having SEND, parents will be informed and an individual learning plan shared with all involved.

Parent consultations are held at least termly. If children are not making as much progress as needed this will be highlighted. During these meetings the following may be discussed: targets, extra support, ideas or activities to support children at home.

Teachers are always available to discuss concerns. Doxey Primary School holds an 'open door' policy and parents/carers are always made welcome. If a meeting is needed, this can be arranged at the convenience of parents and carers.

All children are assessed when they join our school community and we use a range of screening and standardised tests to assess children's understanding of language and reading levels/ages. These include:

- Salford Sentence Reading Test
- QCA tests

The effectiveness of the school's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made through the head teachers report.

### **How will Doxey Primary School support my child and how will the curriculum be matched to my child's needs?**

Doxey Primary School employs a graduated response to a child's needs; typically this will look like this:

- Child's needs highlighted either by member of staff in pupil progress meetings or by a parent, appropriate assessments are made to identify the nature of the need.
- Additional provision made for the child within the classroom or in small groups.

This provision is reviewed and either:

There is no longer a significant gap in learning as needs have been addressed through quality first teaching.

Or the child has made progress but the class teacher feels that additional support is still required so the child continues to receive small group interventions with either a teacher or TA.

Or, the child has not made good progress towards their targets and there is a need for extra support or advice from an outside agency. At this point the child will be formally identified as having a Special Educational Need.

Advice and support from outside agencies is sought and an individual learning plan is drawn up in the light of the advice given. Person centered approaches and techniques are also used at this point to gather the pupil and parent views, and a one-page profile is created to be used alongside the learning plan.

Progress towards the learning plan targets is assessed and reviewed at least termly. If the

child is making good progress it may be decided that the child no longer needs to be identified as SEND.

If the child still continues to make little progress then it may be appropriate to consider making a request for an Education and Health Care Plan Needs assessment.

At all stages the SENCo is informed and involved but it is the responsibility of the class teacher to ensure that the child's needs are met through quality first teaching, small group interventions and individual learning plans. The SENCo will liaise with outside agencies and be available to advise class teacher.

## **Monitoring and Evaluation**

Children's progress is tracked through the school's own data system and data analysed to check who needs additional support. We also have termly progress meetings to discuss children's academic and social development.

Every child with additional needs will be provided with targets linked with their prime needs. These will be shared with both children and parents/carers and progress will be shared at regular intervals over the term.

School reports are written towards the end of the summer term and provide an overview of the year's progress.

### **How will my child be included in activities outside the classroom?**

Children with SEND will be included in all activities outside the classroom, including school trips. Risk assessments will be gathered and written to include any additional needs. Staff/pupil ratios are adhered to for all out of the classroom activities. We ensure any actions for a child with a care plan for their health needs are met whether in school or taking part in an out of school activity.

### **How accessible is the environment at Doxey Primary School?**

The building is fully wheelchair accessible and disabled toilet facilities are provided. Please refer to the school accessibility plan for more detailed information.

### **What support is there for my child's overall wellbeing?**

At Doxey School, all children are helped to feel valued, listened to and respected. We pride ourselves on the fact that we provide a safe and nurturing environment for our children to learn. We use the 'Good to be Green' approach to behaviour management and parents receive feedback on this once a term. Children are provided with a yellow/amber card when they have a verbal warning about their behaviour. A red card is used if the child continues with unacceptable behaviour. This allows the children to take control of their own behaviour and take the correct action themselves.

## How are parents and children involved in Doxey Primary School?

Home-school communication is regarded highly at our school. Parents are asked to support their child by keeping home/school logs, especially reading. Espresso and education city are a great support for children's learning at home.

Parents are asked to meet with teachers on a regular basis to discuss targets and their child's progress. If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school they should talk first to the child's class teacher.

We endeavour to fully involve children wherever possible by including them in

- identifying their own needs and learning about their own learning (self assessment)
- individual target setting across the curriculum
- the self-review of their own progress and in setting new targets

Children are encourage to take responsibly for their own learning and Doxey uses 'learning friends' to help the children to use good learning behaviours.

<b>P</b>	<b>Nelly the elephant</b> Keeps on trying, does not give up	Persistence
<b>E</b>	<b>Mike the meerkat</b> Shows curiosity, asks questions	Enquiry
<b>R</b>	<b>Olive the owl</b> Reflects on her learning, reviews and evaluates	Reflection
<b>F</b>	<b>Jock the dog</b> Focussed and ready to learn	Focus
<b>E</b>	<b>Maggy the monster</b> Has her own ideas, solves problems	Enterprise
<b>C</b>	<b>Larry the lion</b> Can do attitude, seeks a challenge	Challenge
<b>T</b>		Target

These learning friends are revisited in every lesson and in assembly.

They are underpinned by the Doxey School Values of respect, curiosity, perseverance, pride and self-belief which are rewarded by Star of the Week certificates, stickers and house points.

## What specialist services and expertise are available at or accessed by Doxey Primary School?

If children need extra support, specialist services will be accessed. These include Speech and Language, Special Educational Needs Support Service, Educational Psychologists, Autism Outreach, Sensory/Hearing Team and the School Nurse.

## **What training have the staff supporting children with SEND had or are having?**

The SENCo regularly attends SENCo update sessions and pyramid cluster meetings, and important information is fed back to staff in the half termly SEND staff meetings. The SENCo has recently attended training on Person Centered Planning and has delivered training on one-page profiles to all staff. Other recent training for all staff has included the use of epi-pens, dyslexia awareness and Precision Teaching Person. Individual TA's receive appropriate training from speech therapists to enable them to deliver speech and language programmes in school.

## **Admission Arrangements**

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. A copy of the school's Accessibility Strategy is available from the school office.

## **Transitions**

Transition meetings are arranged for between nursery/Key Stages/Secondary school with parents, teachers and other appropriate professionals to attend. This is to ensure a smooth transition for both children and parents.

One-page profiles are updated annually to support transitions of those children with special educational needs or disabilities.

## **Who can I contact for further information?**

Teachers are more than happy to talk with parents about their children. In fact it is encouraged! Teachers should be the first point of contact if parents want to discuss something about their child as they have a greater understanding of their needs. The head teacher is also more than willing to discuss children and appointments can be made through the school office.

Doxey Primary School has a dedicated SENCO who is also available to meet with to discuss children's progress, targets and interventions. Appointments can be made through the school office.

If further information is needed then ask at the office and leaflets are available for extra support.

## **Complaints Procedure**

If parents are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN. Parents of any child identified with SEN may contact the Parent Partnership Service for independent support and advice.

The school has a **complaint procedure** as set out in the school prospectus

To provide an improved compliant policy we are committed to co-producing them with parents and children and a consultation will be held to review this policy within the next 6 months.