

# Date Valley School Trust

Company number: 06845508 Registered Charity number: 1136298

Mitcham Court, Cricket Green, Mitcham CR4 4LB

Telephone: 0208 648 4647· Tel: 07980299717 Email: [managingdirector@dvst.org.uk](mailto:managingdirector@dvst.org.uk)



## **Date Valley School Special Educational Needs and Disability Policy**

### **Introduction:**

This policy is in keeping with the school's aims, its teaching and learning policies and its policy on equality of opportunity.

The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs.

The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Senior Leadership Team believes that all children, regardless of ability and behaviour, are valued equally at Date Valley School. Children with SEND are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

### **Objectives & guiding principles of the SEND Policy:**

- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs
- To ensure early identification, assessment and provision for any child who may have special educational needs
- To help every child realise his or her full potential and optimise their self-esteem
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs
- To encourage the whole school community to demonstrate a positive attitude towards SEND
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school
- To encourage and support children to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account
- To follow the SEND Code of Practice (2015) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs

### **Definition of Special Educational needs:**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools
- Is under compulsory school age, or would be if special educational provision was not made for the child

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age
- For a child under two, educational provision of any kind (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or home language, is different from that in which they are taught.

Date Valley School will have due regard for the SEND Code of Practice when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEN provision is being made for their child.

**Staffing:**

The name of our Special Educational Needs Co-ordinator or SENCO is Pareez Showkat and she is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Manage and develop all resources for SEN

**SEN Staff Training:**

Whole staff training in SEN will be identified and met through INSET (In-service training) provision (county, cluster and school).

SEN training sessions will be organised as required to meet the current needs of staff and will be led by the SENCO, another member of staff or by an appropriate outside agency. Teaching Assistants will be invited to attend relevant inset sessions and external courses.

The SENCO will attend the cluster SEN meeting / training sessions, which are usually held termly.

The SENCO keeps up to date with current developments through attending courses and disseminates this information to staff through INSET and informal conferencing.

We have a wide selection of books about SEN and the LA's support services for parents or carers to borrow - feel free to ask your child's teacher about these.

**Monitoring and evaluating the success of the policy:**

This SEND policy is subject to a review once every three years or earlier if there are legislative changes to the SEND Code of Practice.

We monitor the policy by:

- Reviewing it with the SENCO; parents or carers are invited to contribute their ideas and opinions to the review
- Asking parents, carers and staff regularly about how well we are meeting SEN provision in the school
- Monitoring the progress SEN children are making

**Inclusion:**

Everyone at Date Valley believes that all children have a right to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National curriculum. We welcome all children, regardless of their individual needs and we aim to welcome them to an inclusive setting, if we feel that we can meet their needs. In order to achieve this, we work closely with the children, their parents or carers and other agencies if this is necessary.

We aim to identify any difficulties a child might have and to work with the child and their parents or carers to address those difficulties. Sometimes a child may need extra support in some way – we encourage parents who think their child might have particular needs to talk to us about this.

**Identifying SEN:**

Date Valley School models its approach on the guidelines given in the SEND Code of Practice (2015). This is a graduated approach in the early years and primary phase. The child may move up or down these stages or stay at any stage for an extended period. They will be removed from the register if they no longer need special help.

**In the early years we identify SEN:**

- When an early education practitioner who works day-to-day with the child, or the SENCO identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum
- We check each child's progress and monitor any child who seems to be having difficulties in any area of learning, including problems with behaviour
- We record each child's progress and share it with parents or carers on a termly basis (at least) through meetings
- If a child needs something additional to or different from our usual early year's curriculum, we discuss this with their parents or carers (and if possible, the child) and together prepare a Student Support Plan (SSP) which shows clear targets and achievable targets for the child. We review this plan regularly with parents or carers (and their child if appropriate)
- We discuss with parents or carers how they can support their child's progress at home

**We ask for further support:**

- If a child is still having difficulties and their needs are not being met, we can request further support and advice from the LA's support professionals such as the early years learning support teacher, the sensory support teacher, the behaviour support teacher, the educational psychologist, the specialist health visitor, the speech and language therapist or the physiotherapist
- The SENCO will liaise with external professionals and the child's parents or carers, together with the child if appropriate, in planning a new SSP
- The SENCO will organise review meetings with external professionals, parents or carers and the key worker to monitor progress

**In the Primary we identify SEN:**

- When a class teacher identifies that a pupil has SEN - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum
- While the class teacher remains responsible for working with the child on a daily basis, the class teacher works with the school's SENCO to plan and deliver a Student Support Plan (SSP) to meet the needs of the child
- The SENCO can take the lead in planning future interventions for the child in discussion with colleagues

**Next steps:**

- If a child is still having difficulties and their needs are not being met, the SENCO and class teacher, in consultation with parents, ask for help from external agencies
- Class teachers and SENCO are provided with advice or support from outside specialists
- Additional or different strategies to those at School Action are put in place – a SSP will usually be written

**Teaching arrangements for pupils with SEN:**

- For the most part, children with SEN will be taught in the classroom alongside their peers
- Where necessary, for Early Years Action / School Action and above, pupils will sometimes have the in- class support of a teaching assistant
- Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all children to maximise their potential in all areas of the curriculum
- We believe that it is essential that children who are having difficulty learning such skills are supported as soon as possible
- The teaching arrangements for those pupils with a EHCP (Education Health and Care Plan) will be determined by their statement of special educational needs

**Admission Arrangements:**

Please refer to the current Admissions Policy.

**SEN Specialist:**

We do not have a specialist SEN unit nor do we specialise in any particular area of SEN.

**Parent/Carer Partnership:**

- The aim is to develop a partnership where professionals and parents work together in the best interests of the child
- Date Valley School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the child are also sought and taken into consideration
- Parents are fully involved in the school-based response for their child and we will ensure that they understand the purpose of any intervention and any subsequent programme of action
- Parents are informed when a teacher considers that a child's needs are significant enough for the child to be placed on the SEN register. At this point an SSP (Student Support Plan) is developed
- Regular meetings are held with parents, teachers, SENCO and the child, as appropriate, to review the child's progress and the programme of learning
- During the procedure of applying for a statutory assessment (which may lead to a Education Health Care Plan (EHCP)), the parents will be given as much help, advice and support as possible

**Complaints about our SEN provision:**

- If parents or carers have a complaint about the way we are working with their child who has SEN, they should speak to the class teacher / key worker initially
- If parents are not satisfied, they should approach the SENCO. She will look into the concern and report back within a week or time agreed. If parents or carers continue to be dissatisfied, the SENCO will refer the matter to the Headteacher to take further action as appropriate

**Moving on (transition):**

- We will forward the child's progress reports, plans, assessments and records of reviews to the forwarding school when the child leaves Date Valley
- If required the SENCO liaises with other settings or schools when a child with identified SEN starts at Date Valley or moves on from Date Valley

**Other documentation related to the SEND policy:**

- Admission Policy
- Anti-Bullying Policy
- Anti-Discrimination Policy
- Behaviour Policy
- Equal Opportunities Policy

This policy has been read and approved for Date Valley School, by the school SENCO, the headteacher and the Chair of the Trust Board

Date: March 2019