

## *Duddon Saint Peter's School*



### **Special Educational Needs (including Nursery & Foundation Stage) Policy**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Safeguarding policy
- Teachers Standards 2012

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In accordance with the SEND code of practice, 6.82 the SENCO will be most effective in their role if they are part of the school leadership team.

*Every teacher is a teacher of every child or young person including those with SEN. At Duddon St. Peter's and in line with the September 2014 code of conduct,*

**'A child or young person has SEN if they have a learning difficulty or disability which calls for special **educational** provision to be made for him/her.'**

A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others the same age or has a disability which prevents/hinders him or her from making use of educational facilities of a kind generally provided of others the same age in mainstream schools.

#### **Aims**

We aim to be an inclusive school for all pupils with SEN, and provide learning opportunities which encourage the optimum development to achieve their best in line with the school's motto 'Be the best you can be'.

#### **Objective**

- To identify and provide for pupils who have special needs and additional needs
- To work with the guidance provided in the SEND Code of Practice, 2014

- To operate a “whole pupil, whole school” approach to the management and provision of support for the special educational needs
- To provide a Special Educational Needs coordinator (SENCO) who will work with the SEN inclusion policy
- To provide support and advice for all staff working with special educational needs pupils

### Identifying

At Duddon, we identify the needs of pupils by considering the needs of the whole child which will include not just the special needs of the child or young person. Their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

We assess each pupil’s current skills and levels of attainment on entry, build on information from previous settings and key stages where appropriate. Class teachers, supported by the SENCO/ assessment lead make regular assessments of progress for all pupils. Then identify pupils making less than expected progress given their age and individual circumstances.

This is characterised by progress which:

- 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 progress can include areas other than attainment. For instance, additional progress with social needs.

### A Graduated Approach to SEN support

When a child has been identified as needing SEN support, the SENCO and teachers will work together to ensure that pupils are only identified with SEN following inadequate progress after high quality teaching and interventions.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Where necessary, we will improve teachers’ understanding of strategies to identify and support vulnerable pupils.

For higher levels of support we seek the advice and assessments of external agencies and professionals including speech and language, educational psychologist, school doctor and so on.

At every stage we apply the ASSESS – PLAN – DO – REVIEW cycle. At the centre of the process is the child and their parents/ careers. Gathering information, and working with children and their families is key in the provision and decisions being made.

Managing pupils needs on the SEN register

With the support of the SENDCO, class teachers are responsible for keeping records/ plans up to date using the above cycle. They must ensure that plans are only effective if used as a working document. For children on the register we use the paperwork format provided by Cheshire LEA. This in turn, if needed, is used to apply for an EHC if necessary. These records are passed on from class to class, so all can see the interventions and involvements of outside agencies.

If a child is making good progress, and is no longer requiring support above the normal level of quality teaching and interventions, is not significantly behind but just below the expected level then they will be removed from the register. They will still be monitored by the class teacher, and tracked by the SENDCO to ensure progression continues.

Supporting pupils and families

At any time, an appointment can be made to talk to the class teacher and SENDCO for advice, support and updates. On the Cheshire West and Chester website, there is a ‘**local offer**’ that sets out the support and provisions they expect to be available for local children with special needs.

[http://www.cheshirewestandchester.gov.uk/residents/education\\_and\\_learning/special\\_educational\\_needs\\_sen.aspx](http://www.cheshirewestandchester.gov.uk/residents/education_and_learning/special_educational_needs_sen.aspx)

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. There is a separate policy for supporting pupils with medical conditions.

*If further information is needed please contact the school’s SENDCO on the email address above.*

Signed: ..... Governor responsible

Signed: ..... Head teacher

Date: July 2015 Date of review: Summer 2016