



# **DALMAIN PRIMARY SCHOOL** **SPECIAL NEEDS AND DISABILITY** **(SEND) POLICY**

## **RATIONALE**

Dalmain believes in always placing the child at the centre of learning thereby ensuring that the necessary provision is made for every pupil. The school is fully committed to Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability: we strive to meet the needs of all young people from 3-11 with a learning difficulty, disability, disadvantage or special educational need.

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Dalmain believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to their duty to promote disability equality.

We strive to deliver an appropriate curriculum that.

- Provides suitable learning challenges
- Meets the pupils' diverse learning needs
- Removes the barriers to assessment and learning

## **OBJECTIVES**

Provision for pupils with SEND is a whole school matter. In line with the SEND Code of Practice (2014), the school will:

- Ensure that all pupils with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every pupil whatever their prior attainment
- Identify and address the SEND of the pupils we support
- Provide for the individual needs of all pupils with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximise their achievement
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Take the views, wishes and feelings of the young person with SEND or a disability into

account, and involve them as fully as possible in decision making about their own education

- Ensure a high level of staff expertise to meet pupils' needs, through well-targeted continuing professional development
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- Support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet their needs
- Work in partnership with parents and carers to enable them to make an active, empowered and informed contribution to their child's education
- Designate a teacher responsible for the coordination of SEND provision i.e. SENDCo
- Reduce barriers to progress by embedding the expectations on page 9 of the National Curriculum Inclusion statement: [The national curriculum in England - Framework document \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348923/national-curriculum-inclusion-statement.pdf)
- Use our best endeavors to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum

## **CONTEXT**

At Dalmain we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Many children and young people who have SEN may have a disability under the Equality Act 2010 — that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'."

The SEND Code of Practice provides an overview of the range of needs, which is divided into four broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

The purpose of identification is to work out what action the school needs to take to support students in mainstream education. It is not to fit students into specific categories.

## **IMPLEMENTATION OF THE POLICY**

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes and activities:

- Making SEND provision and quality of teaching and progress for pupils with SEND an integral part of each School Improvement Plan and performance management arrangements
- Enabling identified pupils with SEND to reach their full potential — academically, socially and emotionally

- Enabling successful transition of pupils with SEND from their previous educational establishment and to their next educational provision
- Removing barriers to achievement and offering an alternative/personalised curriculum at all key stages to meet the needs of the individual when this is required
- Arranging specialised provision to meet the needs of groups with low-level achievement
- Enabling all SEND pupils to join in the activities of the school together with pupils who do not have SEND. There may be some exceptions to this due to unsurmountable practical barriers, or it may be that joining in some activities is not in the best interests of a child with a SEND. If, after careful consideration, an activity is not deemed suitable for a particular child then an alternative will be offered.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of pupils with SEND
- Regular monitoring of the progress and development of all pupils throughout the school
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs
- Ensuring that appropriate staffing and funding is in place for pupils with SEND
- Ensuring all governors, particularly the SEND governor, are up-to-date and knowledgeable about the schools' SEND provision and Inclusion overall
- Involving the full governing Body in the future development and monitoring of this policy

## **ROLES AND RESPONSIBILITIES**

The governing body as a whole is responsible for making provision for pupils with special educational needs. The school governor representative for SEND (the Link Governor) is Claire Witkowski. The Special Educational Needs coordinator (SENDCo) is Hannah Thurley (Gosia Ricote and Anjali Sewani currently deputising) and she can be reached on the following email:

[senco@dalmain.lewisham.sch.uk](mailto:senco@dalmain.lewisham.sch.uk) .

- The key responsibilities of the SENDCo include;
- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for pupils with special educational needs and disabilities
- Liaising with and advising teachers and teaching assistants
- Maintaining the school's SEND register and overseeing the records on all pupils with SEND
- Liaising with parents/carers of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, and health and social services
- Providing information to the governing body

At Dalmain Primary School, we acknowledge the importance of this role and the time required for managing SEND. The SENDCo will be given sufficient time for administration and monitoring.

## **TRANSITION AND ADMISSION ARRANGEMENTS**

### **Admission of children with an identified SEND need**

The school recognizes that the admission and transition process for children with SEND is crucial to ensure a smooth and supportive move, whether they are moving into or out of the school (including to secondary school), or moving between year groups within the school. We follow the procedures outlined here to ensure that this will be the case.

Roles and responsibilities:

- The Headteacher has ultimate responsibility for ensuring the school is inclusive and meets the needs of all pupils, including those with SEND. They will oversee the admissions process and ensure compliance with relevant legislation.
- The Local Authority has a statutory duty to ensure that children with SEND are placed in appropriate educational settings. The school follows their admissions procedure, and they may be involved in the admissions process, especially for pupils with Education, Health, and Care Plans (EHCPs).
- The SENDCO is responsible for coordinating the provision for students with SEND. They work closely with the admissions team to assess and plan for the needs of new pupils. They will liaise with parents, external agencies, and the local authority to ensure that all necessary support is in place.
- The admissions team handles the practical side of the admissions process, ensuring that all applications are processed in line with the school and Local Authority's admissions policy and relevant legal requirements.
- The governing body ensures that the school's admissions policy is fair, transparent, and compliant with the law. They also monitor the effectiveness of the SEND provision.

The school will:

- Where possible, arrange a visit to the school prior to admission.
- Where possible, visit the child in their current school setting.
- Carry out a home visit (for Nursery and Reception children).
- Arrange a meeting between parents/carers with the SENDCO and other relevant school staff (eg. The Inclusion Team, EYFS lead, Class Teacher) and put in place appropriate transition plan: arrangements, interventions and strategies to support the child. If the child already has an EHCP, this will form the basis of any such plan.
- Arrange a phased entry to support a child when appropriate.
- If the child is moving from another school, arrange for previous school records to be sent to the school and all relevant details passed on to relevant school staff. These may include the child's needs, support strategies, and any relevant documentation such as EHCPs.
- Where possible, arrange handover meeting with the child's previous SENDCO and/or Class Teacher.
- Monitor the transition period carefully, liaising with parents/carers and professionals where necessary.

### **Transitions of children with an identified SEND need**

The processes described above are followed when children move into the school. When they move on to secondary school, or another primary school, the school will:

- Ensure that parents/carers are fully informed about the transition process and any actions the school will be taking.
- Contact the receiving school to inform them about the child's needs, support strategies, and any relevant documentation.

- Ensure that all educational records, including Individual Education Plans (IEPs) and Education, Health, and Care Plans (EHCPs), are up-to-date.
- To support transition into Year 7, the school uses the SixIntoSeven platform that allows the school to transfer data and other information on SEND learners to their receiving school through a single GDPR - compliant web based system.
- Compile a comprehensive report detailing the child's SEND, the support provided, and any successful strategies or interventions.
- Include any relevant medical information that may impact the child's education
- Arrange a meeting with the receiving school, parents/carers, and any relevant professionals to discuss the child's needs and the support required.
- If possible, organize a handover session where the current SENDCO and class teacher can directly communicate with their counterparts in the new school.
- Talk to the child about the move and address any anxieties they may have, using social stories or visual aids if necessary.
- Encourage friendships and connections that can help the child feel supported during the transition.
- Discuss with the receiving school how the support strategies used at Dalmain can be continued or adapted in the new setting.
- If required, arrange for follow-up communication with the receiving school to check on the child's progress after the move.

**In-school transitions** will be handled in a similar way to between school transitions. In addition to the regular school arrangements and transition strategies for all children:

- Previous and new teachers will liaise with the SENDCo regarding the needs of and support given to the child.
- The child will be talked to about the move to a new classroom with a new teacher and address any anxieties they may have, using social stories or visual aids if necessary.
- Friendships and connections that can help the child feel supported during the transition will be encouraged.
- The transition will be carefully monitored and parents and carers will be kept fully informed.
- Visits to the new classroom/playground made to familiarise children with the new environment
- Pupil passports with key information, including the child's strengths, interests, needs, and strategies that help them are shared with all staff working with them
- Transfer of information meetings between existing/new teachers held to share key information and strategies to use to support the child

## **STAFFING AND PROFESSIONAL DEVELOPEMNT**

The Senior Leadership Team will take active steps to ensure that all staff are both aware of and adhere to the aims and stated outcomes that are contained within this policy.

The school recognises the importance of continuing professional development for all teaching and support staff to ensure the progress of all pupils including those with SEND. The SENDCo and members of the Inclusion Team attend regular training from Lewisham to update them on local and national changes. They also make regular contributions to whole staff training on SEND.

## **IDENTIFICATION AND ASSESSMENT OF SEND**

The class teacher is the first point of contact for parents/carers who may wish to express a concern about their child's progress or learning. Adaptations and provision to support this child will then be put in place following observations and monitoring to see where the need lies. The SENDCo meets individually with every class teacher each half term to discuss any concerns and provide the appropriate support, following the *Assess. Plan. Do. Review* procedures as stated in the SEND Code of Practice (2014).

## QUALITY FIRST TEACHING

At Dalmain, all class teachers are fully aware of their responsibility and accountability for the progress of all pupils in their class. This is achieved through the delivery of high quality teaching differentiated for individual pupils and is the first step in responding to the needs of all pupils. This includes those pupils who access support from teaching assistants or specialist outside agencies.

## A GRADUATED APPROACH TO SEND SUPPORT

Action relating to SEND support will follow the *Assess. Plan. Do. Review* model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Additional SEND assessments may take place. Parents will be invited to this early discussion to support the identification of action to Improve outcomes.
2. **Plan:** If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from then SENDCo.
3. **Do:** SEND support will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' aspirations for their child. This may include modifications to and adaptations of universal provision: for example, Wave 2 interventions to accelerate progress (eg. precision teaching, lego therapy, language for thinking). This will be recorded in an individual Provision Map and a date made for reviewing attainment and progress.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly and discussed with parents at termly Parent-Teacher meetings.

Support will be ceased if and when the child is deemed to have responded to the interventions and is able to make expected or above expected progress consistently once the support has been withdrawn.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include a referral to one of the below:

- A specialist from another school: e.g. Drumbeat Autism Outreach
- The Local Authority SEND provision: e.g. Educational Psychologist service, Occupational Therapy Team, Speech and Language Therapy, sensory impairment team or Child & Adolescent Mental Health Service.
- Community Paediatricians Team

## EHC PLANS

The majority of pupils in the school with SEND will have their needs met through the provision of SEND support delivered via the *Assess Plan Do Review* model and using existing resources delegated to the school for this purpose. However, for a very small percentage of pupils, whose needs are significant and complex, the support required to meet their needs cannot reasonably be provided from within the school's own resources. A request will be made to the local authority to conduct an assessment of their education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided. EHC plans are reviewed annually by the school in

collaboration with the Local Authority and external agencies involved in the support of the pupil as part of the Annual Review process.

## **MONITORING PUPIL PROGRESS**

At Dalmain, all pupils have individual national curriculum targets set in line with national outcomes to ensure high expectations.

Attainment is tracked termly using the school's assessment system that records the levels of each child in relation to the key objectives of the national curriculum. Those failing to make expected progress are identified and discussed in termly progress meetings with the school's Assessment Lead. Additional action, to accelerate the rate of progress, is identified and put in place.

In addition to tracking individual pupil progress, we look at progress in other areas, for instance communication and interaction or emotional and social skills.

The school's Inclusion Team meet regularly to discuss children with SEND and the SENDCo holds half-termly meetings with all teachers.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Wherever possible, pupils are involved in monitoring and reviewing their progress.

## **LINKS WITH THE HEALTH SERVICES, SOCIAL SERVICES AND EDUCATION WELFARE SERVICE**

Pupil's medical needs are recorded by the parents/carers on the child's school admission form. Where these affect in any way the pupil's access to the curriculum or participation in school life, the school will comply with its duties under the Equality Act 2010.

For a child who has an Epipen, allergies, asthma or other medical conditions a care plan will be put in place and this information is shared with relevant staff. Medication is stored safely in the school office except for asthma pumps and Epipens, which are stored in the child's classroom.

All medicine administration procedures adhere to the LA policy and DfE guidelines included within supporting pupils at school with medical conditions (DfE) 2014 and identified in the school's Supporting Children with Long Term Medical Conditions Policy and Procedure.

Parents and carers provide both the school and the school caterers (The Pantry) with details of food allergies: they also order their children's food through The Pantry's online ordering system. As children collect their food, their food choices and their allergies are displayed onscreen at the point of service in order that kitchen staff can clearly identify relevant children and foodstuffs.

Medical training, including Epipen and epilepsy training are updated regularly in the school.

The school attendance officer is responsible for liaising with the education welfare and attendance service on a regular basis, although the SENDCo will be notified of any cases relating to SEND pupils and become involved as appropriate.

The head teacher is responsible for liaising with children's social care within his/her role as designated child protection officer, as is The Behavior and Safeguarding Lead within his/her role as the deputy designated child protection officer.

## **CURRICULUM ACCESS AND PROVISION**

All staff at Dalmain recognise their responsibility to provide a broad and balanced curriculum for all pupils. The national curriculum is the starting point for planning which meets the specific needs of individuals and groups of pupils. Planning is modified by the class teachers to provide effective learning opportunities for all pupils, through differentiation. These modifications may include strategies suggested by the SENDCo and/or external specialist in the pupil's learning plan.

Pupils with SEND will be enabled to access the curriculum through provision provided as appropriate to their needs, taking into account their individual wishes and those of their parents/carers. Every effort will be made to educate pupils with SEND alongside their peers in the classroom where this is reasonable to their needs.

The range of provision for SEND includes:

- Class based small group support from the class teacher/teaching assistants
- Individual or small group intervention out of class from teacher, teaching assistants or a member of the Inclusion team
- Differentiation of resources
- Alternative methods of recording e.g. writing frames, mind maps
- Provision of specialist equipment e.g. move-sit cushions, iPad, writing slopes, enlarged texts
- Access to specialist teaching, external advice/services
- Sensory Room

In class provision and support are deployed effectively to ensure that learning is differentiated appropriately and that progress is maximised.

## **PARTNERSHIP WITH PARENTS/CARERS**

The school works in close partnership with parents/carers enabling them to play an active and valued role in their child's education.

We do this by:

- Providing information linked to areas of the curriculum to enable them to support their children's learning
- Keeping parents/carers fully informed, listening to their views, offering support during periods of assessment and any related decision making process about SEND provision
- Working effectively with all other agencies supporting pupils and their parents/carers
- Ensuring that all parents/carers can access information provided by the school through Head Teacher newsletters, parentMails and the school's website [www.dalmain.lewisham.sch.uk](http://www.dalmain.lewisham.sch.uk)



## **ACCESSIBILITY**

Dalmain Primary School has an accessibility plan for disabled pupils in order to:

- Increase the extent to which disabled pupils can participate in the classroom
- Increase the physical accessibility of the school premises for disabled pupils in as far as is practicable
- Improve the delivery to disabled pupils, as appropriate to individual need, of information provided in writing for pupils who have a disability: this is achieved by following the advice and feedback given by visual impairment advisers from the Lewisham Sensory Teachers team.

The Accessibility Plan is reviewed at least annually.

## **SAFEGUARDING**

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers

At Dalmain School, when we identify pupils (through regular inclusion meetings, discussions with TAs, class teachers, Playleaders, DSL, records on My Concern) who might need more support to be kept safe or to keep themselves safe, we will seek advice from Drumbeat Outreach service.

## **FUNDING**

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit
- The notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

This funding is then used to provide the equipment, additional staffing and resources to support pupils with SEND.

Pupils who have an EHC Plan receive direct matrix funding from Lewisham. This is spent on individual support and resources appropriate to the needs of the pupil as specified in the pupil's EHC Plan. This funding is in addition to the allocation of funds to the pupil from the school's SEND budget.

Governors monitor the allocation and expenditure of these resources.

## CONCERNS AND COMPLAINTS

We urge parents & carers with any concerns regarding the provision made for their child at Dalmain Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo; this can often lead to a swift resolution of the concern. If parents & carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If concerns are still unresolved, parents/carers may wish to use the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS: [SENDIASS | Home | KIDS](#)) or the Independent Provider of Special Education Advice ([\(IPSEA\) Independent Provider of Special Education Advice](#)) and engage formally with the School Concerns and Complaints procedures ( [Dalmain Primary School Concerns and Complaints Policy](#) ).

If, after the school's Concerns and Complaints procedures have been completed, there continues to be a disagreement with regard to the SEND provision, the Local Authority should be contacted to make arrangements, which may include the appointment of an independent person, with a view to avoiding or resolving disagreements between the parent/carer and the school.

Parents/ Carers who are unhappy with a decision made by the Local Authority in relation to an Education, Health and Care needs assessment or the issuing of an EHC Plan have the right to appeal to a SEND tribunal. More information on this can be found in the SEND Code of Practice (2014) and at <https://lewisham.gov.uk/myservices/education/special-educational-needs/get-advice-and-support-about-education--health-and-care--ehc--needs-assessments-and-plans>.

Concerns about statutory assessments of Special Educational Needs should be raised with Christine Tarrant, Admissions & Fair Access Manager (London Borough of Lewisham), [christine.tarrant@lewisham.gov.uk](mailto:christine.tarrant@lewisham.gov.uk) Tel: 0208 314 6211.

## EVALUATION

This policy will be reviewed by the Governing Body annually in accordance with the school's review cycle.

This policy was developed in conjunction with teachers, parents and governors.

<b>Approval Committee:</b>	Full Governing Body
<b>Signed by Chair Of Governors: (Catriona Scott)</b>	<i>Catriona Scott</i>
<b>Date approved:</b>	February 2024
<b>Next review date:</b>	February 2025

<b>Author:</b>	Hannah Thurley/Gosia Ricote
<b>Implementation date:</b>	December 2020
<b>Version:</b>	001

<b>HISTORY</b>		
<b>Policy review date</b>	<b>Reason for review</b>	<b>Description</b>
January 2023	Annual review	Syntax changes and clarifications (including complaints procedure).
February 2024	Annual review	Changes made to Safeguarding and EHC paragraphs in line with September 2023 HMG updates. Food allergies changed to be in line with The Pantry's systems
June 2024	Improvements	Clearer detailing of the school's admission and transition arrangements