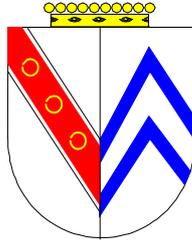


THE DAWNAY SCHOOL



INCLUSION POLICY AND SEN INFORMATION REPORT 2020-2021

Review Date: Autumn 2020

Expires: Autumn 2021

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1. Aims

Our inclusion policy and SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The Dawnay School Inclusion Vision Statement:

An inclusive education for all pupils, which builds confidence and maximises opportunities to unlock a child's potential.

At The Dawnay School we aim to be a fully inclusive school. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners; some that are not SEND but may impact on progress and attainment;

- Learners with special educational needs and disabilities (SEND)
- Those who are looked after by the local authority (LAC) or were previously looked after (PLAC)
- Learners who need support to learn English as an additional language (EAL)
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Being a child of Servicemen/women
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant

The Inclusion Lead (Jenny Hughes) is responsible for the on-going effectiveness of this inclusion policy. However, all staff in school are responsible for maximising achievement and opportunity for all groups of learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

At The Dawnay School we aim to:

- Provide curriculum access for all learners
- Actively seek and address the barriers to learning that can hinder or exclude any pupil
- Meet the needs of all pupils through a range of tailored provision

- Make the clear distinction between “underachievement” (often caused by a poor early experience of learning) and Special Educational Needs and Disabilities. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up
- Work in a co-operative partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach at all times

The SEND Code of Practice states that **“high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching”**.

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

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

3. Definitions

A pupil 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 Inclusion Lead (SENCo)

The Inclusion Lead is Jenny Hughes

They 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 pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' 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 pupils 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 pupils with SEND up to date

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 Inclusion Lead to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the Inclusion Lead 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 pupil in their class – *“All teachers are teachers of children with SEN”* (SEND Code of Practice)
- 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
- Devising access strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Inclusion Lead
- Setting and reviewing targets for pupils with SEND and recording these on individual support plans (ISPs), following the graduated response Assess, Plan, Do Review (APDR) cycle
- Ensuring ISPs are considered in planning lessons
- Monitoring progress of pupils with SEND against agreed targets and objectives (using ISPs)
- Raising individual pupil concerns to the Inclusion Lead
- Teachers are responsible for supporting the work of teaching assistants and overseeing the effectiveness of interventions for the class
- Be fully aware of the school's procedures for SEND and the Code of Practice
- 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 across the four broad areas of need identified in the SEND Code of Practice:

- Communication and interaction, for example, autistic spectrum disorder (ASD), 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

Some children and young people may have SEND that covers more than one of these areas. The law says that “children and young people do not have learning difficulties just because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.” SEN guide for parents, DfE, 2014. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

5.2 Identifying pupils with SEN and assessing their needs

Many children will require additional support of at some time during their education. This can usually be met within the classroom through high quality teaching or time-limited intervention programs. However, some children will need extra help for some or all of their time in education and training.

If it is felt that a child may have Special Educational Needs, additional intervention will be provided whilst these needs are identified using a range of assessments or observations. Through child progress reviews, our teachers, Inclusion Lead, and the School Leadership Team will seek to identify pupils making less than expected progress given their age and individual circumstances.

We will assess each pupil’s current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils 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 between the pupil and their peers.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

As a school we feel it is important that pupils with special educational needs and disabilities are identified as early as possible. We identify the needs of our pupils by considering the needs of the whole child. The purpose of identification is to work out what action we need to take to help children reach their full potential, not to fit them into a particular category.

We will identify and assess children’s needs and barriers to learning using:

- Entry data e.g. Foundation stage points
- Standardised scores (100-115 Average)
- Tracking of progress over time using our internal data tracking program (Pupil Asset)

- Evidence in exercise books
- Classroom observations and behaviour logs
- Parental concerns
- Concerns from previous school/placement
- Information from other agencies

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 pupil 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.

The information gathered from these assessments will be discussed with the pupil (as relevant for their age) and parents and carers in such a way that a good understanding of the children's strengths and areas of difficulty are established. Following this discussion and in consultation with parents and carers, SEND support may be required. If it is agreed that a pupil may require SEN support, more specialised assessments may be required from External Agencies. These may include:

- Educational Psychologists (EP)
- Behaviour Support Service (BSS)
- Learning and Language Support (LLS)
- Speech and Language Therapy (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Physical and Sensory Support (PSS)
- Child and Mental Health Services (CAMHS)
- ASD Schools Outreach

Once it is agreed that a child requires SEND support, our graduated approach and the Assess, Plan, Do and Review (APDR) cycle will be followed.

A Graduated Approach at The Dawnay School:

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Wave 1 is the effective inclusion of all pupils in high quality everyday personalised teaching.

Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

5.3 Consulting and involving pupils and parents

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

- Everyone develops a good understanding of the pupil'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 pupil's record.

We will notify parents when it is decided that a pupil will receive SEND support and when they are added to the SEND register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the Inclusion Lead to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- 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 pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Pupils who require SEND support will have individual support plans (ISPs). These detail the short-term targets and the provision provided to support pupils to achieve these targets. ISPs will be produced and reviewed termly by the class teacher in conjunction with other staff supporting the pupil. Class teachers will share the ISP with parents.



Assess: involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and the child.

Plan: Planning will involve consultation between the teacher, Inclusion Lead and parents to agree the adjustments, interventions and support that are required. This support is designed to be specific, additional and time-limited to accelerate the child's progress. Parental involvement may be sought, where appropriate, to reinforce or contribute to overall progress at home and school.

Do: The class teacher oversees the adjustments, interventions and support which has been discussed. The teacher will work closely with teaching assistants to deliver the additional support. The Inclusion Lead will offer support where needed.

Review: The class teacher will review the child's progress regularly with their parents. The review process will evaluate the impact and quality of support and interventions.

5.5 Supporting pupils moving between phases and preparing for adulthood

Our Inclusion Lead and staff prepare children and young people for a successful transition between classes using a range of resources and PSHE lessons. Teachers and the Inclusion Lead pass on relevant information concerning pupils, as they move up the school. When pupils transfer from another school copies of their SEND files and information are transferred. Transition planning meetings may be arranged for pupils with complex needs. These are planned in liaison with parents. For pupils in year 6 with EHCPs, the SENCo at the new setting will be invited to the annual review, if appropriate. If a new child with SEND joins The Dawnay School from another school, then the Inclusion Lead will contact the former school to discuss the needs of the child.

This is in addition to our regular induction and transition activities for all pupils which includes:

- Before our children start school in Reception the Reception teacher offers a home visit, and the children have "stay and play" sessions in the Reception classroom
- Children transitioning from Reception to Year 1 have transition days in the final half term, during which they are given a buddy for playtimes
- There are "bump-up days" for all year groups, during which the children spend a whole day in their new classroom with their new teacher. Additionally, time is set aside for class teachers to have hand-over meetings with the pupil's previous teacher. Children joining us in Year 3 are invited to participate in the bump-up day and are paired with a current Dawnay pupil for support. Bump-up days are aligned with secondary-school transition days, so children in Year 6 spend a day at their new school
- Regarding the Year 6 children: all the secondary schools to which the children go contact the Upper Junior Phase Leader to visit the children and talk to staff
- We use information from feeder settings to support children and families when they join our school
- We have established relationships with schools to which our children transition

5.6 Our approach to teaching pupils with SEND

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

Where vulnerable children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

- Small group intervention time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support and intervention
- Bilingual support/access to materials in translation where possible
- Further differentiation of resources or personalised learning opportunities

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content and structure of the lesson, timing of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, wobble cushions, therabands etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing task boards etc.

5.8 Expertise and training of staff

Our Inclusion Lead has experience previously in this role, working in a large junior school. She has completed the SEND and Inclusion Middle Leaders programme and is currently working towards the NASENCo qualification. Our Inclusion Lead is non-class based and works three days a week to manage SEND provision and inclusion.

We have a team of experienced teaching assistants, including an higher level teaching assistant (HLTA) and an ELSA. Teaching assistants will support pupils on a 1:1, group or whole class basis depending on need. They are also skilled to run various interventions.

Currently, our Inclusion Lead and ELSA have undertaken the Licensed Thrive Practitioner training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These are provided by external agencies, Local Authorities, and INSET training.

Whole school SEND training needs are also identified in the School Development Plan. Staff meetings are planned to address these needs. All teachers and support staff undertake induction on taking up a post. NQTs are supported by the Inclusion Lead in the development of individual support plans for pupils. The school's Inclusion Lead regularly attends SENCo network meetings in order to keep up to date with local and national updates in SEND.

5.9 Evaluating the effectiveness of SEND provision

The Inclusion Lead, SEND governor and Headteacher will monitor the implementation of the school's SEND policy throughout the year gathering information on the following aspects:

- The number of pupils with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The provision of support pupils receive and the impact and progress they make through:
 - Observations
 - Provision mapping of provision that is 'additional to and different from'
 - Analysis of pupil progress data

- Planning scrutiny focusing on differentiation and access for pupils with SEN
- Work samples
- Analysis of the environment through learning walks
- Use of standardised tests and diagnostic assessment tools
- The development of child participation through One Page Pupil Profile
- Feedback from pupils and staff
- Parental views
- The success of involvement of outside agencies

The Inclusion Lead monitors the SEND provision, evaluating and revising practice when necessary. In the Summer Term, we evaluate the impact of the whole school provision. In response to this, we review our SEN provision in the Autumn Term. In response to this, our School Offer will be updated.

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

The Dawnay school is a fully inclusive school that promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. If we are concerned about a child's special educational needs, we:

- Note additional considerations for individuals on the risk assessment
- Consider the relevant aspect e.g. health and safety, and put additional 1:1 support in place if we think it appropriate
- Consult with parents to plan for the event. We do not exclude any child from outside activities because of financial or educational, behavioural or emotional difficulties

Please refer to our accessibility action plan for more information.

5.11 Support for improving emotional and social development

At the Dawnay School we pride ourselves on being a nurturing school. All of our staff provide a high standard of pastoral support. We have an Emotional Literacy Support Assistant (ELSA) who has additional training to support children's emotional needs. We are also training two members of staff to become Licensed Thrive Practitioners.

We have a dedicated space for emotional and social support – The Dawnay Den. It is a comfortable additional space which can be accessed when appropriate. At lunchtime we offer a range of clubs for pupils to access; these offer relief for some pupils from the playground but also provide a secure opportunity to build social skills. For extra social support at lunch time the junior playground has a buddy bench and the infants benefit from year 6 play ambassadors.

Personal, Social, Health and Emotional Education is taught explicitly so that children are able to manage their feelings and develop their sense of worth. Staff adapt PSHE lessons to meet the needs of their class. As part of our Thrive approach, we will use this approach to plan tailored PSHE lessons for each class.

Pupil voice is central to our ethos and this is regularly encouraged in a variety of ways. We have an active school council which ensures children's concerns and ideas are heard and acted upon.

At The Dawnay School, we recognise that some groups of pupils may be victims of bullying and we adopt a 'zero tolerance' approach towards bullying. Our bullying prevention policy can be found on our website.

5.12 Working with other agencies

We believe in developing strong partnerships with our families. In addition, in partnership with parents and carers, we may seek advice and support from:

- Educational Psychologists (EP)
- Behaviour Support Service (BSS)
- Learning and Language Support (LLS)
- Speech and Language Therapy (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Physical and Sensory Support (PSS)
- Child and Mental Health Services (CAMHS)
- ASD Schools Outreach
- Inclusion officer
- Family Support Worker

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Inclusion Lead in the first instance. The school's complaints policy is available to view on our or hard copies are available from the school office upon request.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 The local authority local offer

Our local authority's local offer is published here: www.surreylocaloffer.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Jenny Hughes, Inclusion Lead, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Child Protection Policy
- Accessibility action plan
- Behaviour policy

- Physical Intervention Policy
- Equality policy
- Supporting pupils with medical conditions
- Complaints policy
- Bullying prevention policy