



Dorset
Studio School

SEND Policy

Document produced by: Kerry Smith

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To be reviewed: November 2017

Dorset Studio School

COMPLIANCE

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

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Principal has overall responsibility for Special Educational Needs and Disability in Dorset Studio School.

The designated Senior Leader responsible for coordinating SEND provision for the students is Mrs Suzanne Cray. The Governor with oversight of the arrangements for SEN and disability is Mr Peter Edwards.

The person co-ordinating the day to day SEND provision for children/young people at Dorset Studio School is Mrs Kerry Smith.

Mission Statement

Dorset Studio School has high aspirations for all students identified as having SEND in our school. The School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

This policy was developed in conjunction with: Parents and carers, Teachers, Teaching Assistants, SENCO, SEND Link Governor, Principal and Senior Leadership Team.

AIMS AND OBJECTIVES

Supporting students with special educational needs and disabilities is everyone's responsibility.

AIMS

1. To ensure our students become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training;
2. To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all young people can thrive;

3. To ensure the identification of students requiring SEN provision as early as possible to enable appropriate support to be put in place;
4. To provide access to and progression within the curriculum;
5. Students with special needs and disabilities will be fully included into the Studio School community and assisted to function within that community;
6. To provide quality training for staff in special educational needs and disability;
7. To work in partnership with parents to support their child's needs;
8. Students with special educational needs are encouraged to take an active role in addressing their special educational needs and/or disability.

OBJECTIVES

1. To identify and support children and young people who have special educational needs and additional needs;
2. To work within the guidance provided in the SEND Code of Practice, 2014;
 3. To operate a person-centred, whole school approach in the management and provision of support for children with special educational needs or disability;
4. To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEND Inclusion Policy;
5. To provide support and advice to all staff who work with children with SEND.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Dorset Studio School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The Principal

- Has responsibility for the day –to- day management of all aspects of the Dorset Studio School's work including provision for the students with special educational needs. This provision should reflect the SEN policy.
- May modify or dis-apply from the National Curriculum.
- Has responsibility for statutory assessments, EHCPs, statements and review procedure.
- Has responsibility for keeping the Governing Body fully informed on SEN issues
- Ensuring that the School has clear, flexible policies for working with parents, which encourage their involvement.
- Has responsibility for the strategic development of SEND policy and provision in the school.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- Has responsibility for the strategic development of SEND policy and provision in the school.
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- liaising with staff requiring advice on how to help students reach their potential
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND

- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially Dorset County Council and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

ADMISSION ARRANGEMENTS

Admission arrangements are mindful of national requirements supporting all students including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Dorset Studio School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Dorset Studio School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support students with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- The school is on one level and has wheelchair access
- adaptations for hearing impaired and deaf students, including flashing fire alarm lights
- Examination Access Arrangements
- Differentiated access to the curriculum

SEN INFORMATION AND LOCAL OFFER

The school website holds our SEN information report. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for students with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Students may have needs in more than one category.

Dorset Studio School staff use a range of tools to assess the amount and level of SEN needed and the support required. These include:

- liaising with feeder schools
- attending annual reviews of prospective Year 9 students
- screening the new intake
- more detailed testing where appropriate
- half-termly assessment
- discussion with parents
- discussion and feedback from staff
- monitoring work
- through the school's mentoring system
- working with outside agencies, including the Educational Psychologists, SENSS, CAMHS, Speech and Language, Ansbury Careers and other statutory and voluntary organisations

Educational Psychologist Service is available for students undergoing assessment for an EHCP. The school buys in the services offered by SENSS (Special Educational Needs Support Service).

Contact with parents is made via letter, telephone and email and parents are also invited into the school. As many families live some distance from the school, discussions may take place by phone.

Medical information is given to staff on a need-to-know basis and with parental consent. Parents/carers are involved at all stages.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met through a whole school approach and be placed on the SEND register at the level 'SEND Support'.

Staff are responsible and accountable for the development and progress of the students in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have learning needs. We regularly review the quality of teaching for all students, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a student may have special educational needs. If a student has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a student does have SEND, the decision should be recorded in the school records and the student's parents / carers will be informed, by letter, email or phone call, that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for students identified with SEND.

Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

The following are examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Students are assessed on their progress in the main academic subjects every six weeks and parents receive a report on that progress. Students not making sufficient progress are identified and supported. A process of "Assess, Plan, Do, Review" will be implemented where a student is identified as having SEND. We will work closely with parents/carers and students to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

There is a graduated response:

PATHWAY

1. Teacher notes student is struggling / underperforming / not achieving expected outcomes
Teacher differentiates for student (person-centred) and monitors
2. If the student continues not to progress the teacher invites SENCO/SLT/academic mentor to observe and make suggestions to support differentiation
3. Student continues not to progress. Teacher seeks further advice and support from SENCO/SLT/academic mentor
4. SENCo assesses (which may be in conjunction with external agencies). Additional support may be provided and could include:
 - a. TA support
 - b. Pupil withdrawal for 1:1 or small group intervention, max 6 weeks
5. No progress. SENCo invites outside agency to assess. Outside agency gives advice which is put into practice
6. No progress: seek statutory assessment

It is expected that most students will need to go no further than step 4 on the pathway.

Level of provision is decided through discussion with the student, staff and parents.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Provision is monitored and evaluated through gathering views of students and parents/carers, staff monitoring and by the use of school data too ascertain effectiveness and value for money.

The policy is reviewed on an annual basis and a report is presented by the Senior Leader responsible for SEND to the Governors in the Autumn Term. The Governors have a duty to report annually to Parents and must refer to:

- the success of the policy
- any significant changes in the policy
- any proposed changes in designation following consultation with the LA and other schools
- the allocation of resources to and amongst children with special educational needs.

COMING OFF THE SEND RECORD

A student will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. All students will continue to be monitored and their progress tracked, so that staff will be alerted to potential learning issues. For some students it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A student with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a student no longer requires the special education provision as specified in the EHC Plan.

However a student's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Dorset Studio School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Dorset Studio School is expected to make reasonable adjustments in order to accommodate students who are disabled or have medical conditions. (See the Dorset Studio School's policy on "Supporting children at school with medical conditions").

TRANSITION ARRANGEMENTS

Dorset Studio School is committed to ensuring that parents / carers have confidence in the arrangements for students on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Students starting at September attend a transition day in July. Some students with specific needs are invited to come into the school before and/or after the transition day so that they can become better acquainted with the physical building before starting.

With the consent of students at the end of their time at the school, and of their parents/carers, the school will liaise with the providers of the next stage of their education. This will include inviting the providers to the annual review of students with a statement or EHCP in their last year at the school.

For students with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Students for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and young people as and when required.

The SENCo will provide information on specific needs for new staff and teachers who are training.

The SENCo also maintains up-to-date knowledge by training with other schools in Dorset through the Dorchester Area Schools Pyramid (DASP) and the Inclusion Briefing Network.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

Dorset Studio School presents its SEN information in three ways:

- i. by information placed on the school website
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

The school websites will hold an area for SEND on which is held:

- ✓ The SEND Policy
- ✓ The school's SEN Information (avoid duplication of information)
- ✓ Link to Dorset's Local Offer website
- ✓ The policy for Supporting children at school with medical conditions
- ✓ The Accessibility Plan
- ✓ Link to the Equality information – possibly held elsewhere on the website under its own tab
- ✓ Link to school admissions information]

ACCESSIBILITY

Dorset Studio School publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found on www.dorsetforyou.com.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Dorset Studio School publishes its Complaints Policy on the school website.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Child Protection

Anti bullying

Vulnerable Groups

Data protection