

## **DUMPTON SCHOOL**

### **14 - SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

<b>Person(s) responsible:</b>	<b>Head of Learning Support/Deputy Head (Academic)</b>
<b>Last updated:</b>	<b>September 2024</b>
<b>Review period:</b>	<b>12 months</b>
<b>Next review:</b>	<b>September 2025</b>

#### INTRODUCTION

Dumpton School is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the school's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- EHRC guidance 'Reasonable adjustments for disabled pupils'
- Statutory framework for the early years foundation stage (September 2021)]

This policy should be read in conjunction with the following policies and guidelines:

- Curriculum Policy
- Equal opportunities policy
- Admissions Policy
- Accessibility Plan
- EAL Policy
- First aid Policy

This policy aims to support all members of staff in providing a framework of support and advice to enable us to meet our duties under the Children and Families Act 2014, the SEND Code of Practice 2015 (insofar as it applies – see note below), the Equality Act 2010 and the Education (Independent School Standards) Regulations 2014 and is based on the underlying principle that we believe:

**Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.**

#### APPLICATION OF THE SEND CODE OF PRACTICE TO INDEPENDENT SCHOOLS

Whilst the SEND Code of Practice does not have direct application to independent schools other than those independent early years providers that are funded by the LA and any approved section 41 independent special schools, it contains useful guidance and best practice and is taken into account in the policy below.

The responsibility for the management of this policy falls to the Headteacher, Christian Saenger, the day-to-day operation of the policy is the responsibility of the Head of Learning Support, Vicki Wakefield. Oversight of the School's SEND arrangements is the responsibility of the Governors Education and Safeguarding Committee. The Governing Body, the Headteacher and the Head of Learning Support will work to ensure that this policy is working effectively.

#### AIMS AND OBJECTIVES

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve their full potential, and equip them for the next phase of their education.. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEN and/or disabilities, in line with the school's 'Aim High' ethos. Dumpton School will adhere to the principle that 'every teacher is a teacher of SEN' and will use its best endeavours to ensure that the necessary provision is made for any pupil who has SEN and/or disability.

The School will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

**Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.**

Teaching and supporting pupils with SEN and/or a disability is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

## DEFINITIONS

### **Special Educational Needs:**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school; or
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **The SEND Code of Practice (2015) identifies four key areas of SEND:**

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the School needs to take, not to fit the child into a category - we identify the needs of the whole pupil, not only their SEN, in order to establish what provision is required. Ashford School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

### **Special educational provision:**

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

### **Disability:**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). It is important to note that a pupil who has a disability may not necessarily have a special educational need and vice versa not all pupils with SEN will have a disability.

## REASONABLE ADJUSTMENTS

Dumpton School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- readers;

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the school will consider whether they are reasonable adjustments for the school to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

Where appropriate, the school will discuss the proposed adjustments with parents and, where appropriate, the pupil, the Head of Learning Support, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The school will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

## IDENTIFYING AND SUPPORTING PUPILS WITH SEN AND DISABILITIES

The school's curriculum, plan and schemes of work and assessment framework take proper account of the needs of all pupils, including those with SEN and/or disabilities.

The progress made by all pupils is regularly monitored and reviewed as part of quality first teaching. Where concerns are raised about a pupil's progress, despite support and quality first teaching, the class teacher will seek advice from the Head of Learning Support. Slow progress and low attainment will not automatically mean a pupil has SEN. However, where the School reasonably considers that a pupil may have a learning difficulty or disability, for example where there are early indicators that a pupil is not making expected progress, the School will do all that is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed.

The school may recommend engaging external agencies and professionals to help assess the pupil's needs and advise on appropriate support, the cost of which must be borne by the parents, or by the local authority in the context of an education, health and care needs assessment. Where parents wish to request a formal assessment from outside of school, they must ensure the school is given copies of all advice and reports received.

Where a pupil is identified as having SEN, or there are significant emerging concerns, the Head of Learning Support and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place taking into account any advice from relevant external agencies and professionals. Where appropriate, this SEN support will usually take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Due weight will also be given to a pupil's wishes (according to their age, maturity and capability). Parents will be notified where their child is receiving SEN Support and the School will share with them the provision that is being put in place. This will be regularly reviewed.

### SEN PROVISION

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. A list of non exhaustive examples include:

- an individual learning programme
- evidence based interventions
- additional support from another adult
- different materials, resources or equipment
- working within a small group

- use of alternative technologies
- peer-to-peer support
- personal care support
- access to ELSAs (Emotional Literacy Support Assistants)
- use of therapies (e.g. drawing)

### STATUTORY ASSESSMENT OF NEEDS (EHC PLAN)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC Plan) being provided. The School will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning. The School will always consult with parents before exercising this right to ask the local authority to make an assessment.

If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010.

### EDUCATION HEALTH AND CARE PLANS

There are currently no pupils in our school who have EHC Plans. However, the School has had pupils with EHC Plans recently, The School cooperates with the local authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### PUPILS WITH MEDICAL CONDITIONS

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010. Such pupils may have an EHCP which brings together health and social care need, as well as their special educational provision: the School will work in conjunction with the pupil, parents and external agencies and specialists

in relation to the pupil's medical needs when at school. Please refer to the First Aid Policy for further information.

### SUPPORTING PUPILS AND FAMILIES

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the School endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

We endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

The Head of Learning Support is happy to meet with parents/carers, without prior arrangement, whenever possible. Parents are, in turn, required to disclose to the School any matters which affect, or may affect, their child, including any disabilities, learning difficulties, health or medical conditions (see Admissions Policy). Such information will be shared with the Head of Learning Support and relevant staff on a "need to know" basis.

### CHILDREN IN CARE

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

### PARTNERSHIP WITH EXTERNAL AGENCIES

The School is supported by a wide range of different agencies and teams, including external specialists such as speech and language, OT Educational/Clinical Psychologists and Specialist Dyslexia assessors.

### ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs and/or disabilities is a matter for the School as a whole. In addition to the Governing Body, Head Teacher and Head of Learning Support, all members of staff have important responsibilities in relation to SEND provision.

### SAFEGUARDING

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### ACCESS ARRANGEMENTS FOR ENTRANCE TESTS AND ASSESSMENTS

We do our best to ensure that those pupils who require access arrangements receive them. This is based on advice shown clearly on a professional report. Access arrangements are actioned more formally in years 6,7,8 and will involve 25% extra time, access to a learning device or carrying out assessments in a quiet room, possibly with adult support.