

Lyndhurst Primary School, Heron Street, Oldham, OL8 4JD

# DSEN Policy



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Approved by: Full Govs

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## **Mission Statement**

At Lyndhurst Primary School we believe it is important to consider the needs of all children, and that all children are entitled to a broad and balanced curriculum.

Every effort is made to identify and assess children with additional educational needs as early as possible and to provide differentiated tasks according to their needs.

It is our aim to keep parents and carers fully informed at every stage of their child's development, and where possible children will be involved in the monitoring of their own progress to promote independence.

We value the knowledge, views and experience of pupils, parents and carers, and feel that the most effective assessment and provision can be achieved when there is a partnership between parents, children, outside agencies and our school.

Lyndhurst Primary School takes into account the guidance of the **Special Educational Needs Code of Practice (2014)** in conjunction with the **Children and Families Act (2014)** in addition to the document: **Supporting children at school with medical conditions (2014)**. An inclusive education is implemented, with a graduated response, matching the level of support to the requirements of the child, in accordance with guidelines.

Every teacher at Lyndhurst Primary School is a teacher of every child including those with special educational needs.

## **Inclusion Statement**

Lyndhurst Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

All children, including those who have been identified as more able will be given opportunities within lessons and through extra curricular activities to use and develop their gifts and talents.

### **Aims and Objectives of the Policy**

- We aim to support children to make choices for themselves from an early age and support them in making friends and staying safe and healthy.
- We aim to ensure that all our pupils, including vulnerable groups and those with disabilities and additional needs<sup>1</sup>, have access to a broad and balanced curriculum, including the National Curriculum.
- We will have awareness amongst staff that many children will have additional educational needs throughout or at some stage during their school career, and that these needs will be identified and then met within the classroom situation.
- We will respect the choice and control of parents and carers, provide support and information about learning difficulties and disabilities and ensure that they are fully involved in the assessment processes including those for Education Health and Care Plans (EHCP).
- We will encourage the support of other agencies as we recognise that they play a vital role in the child's education.
- We will ensure that planned activities are matched to ability through quality first teaching to ensure that all learners are challenged and can achieve.
- We will remove barriers to learning for pupils with disabilities and additional needs through support, differentiation and organisation of the school environment.
- We will ensure that staff members are clear about their roles and responsibilities regarding effective provision for all children including those with DSEN.
- We will play a role in the successful preparation for adulthood including independent living and employment.

### **Responsibility for Co-ordination of Inclusion and DSEN Provision**

Although provision for children with a disability and/or special educational needs is a matter for the school as a whole<sup>2</sup>, the Special Educational Needs Co-ordinator (SENCo) is Kate Graham, who is responsible for the implementation of the DSEN policy, and the co-ordination of educational provision for pupils with special needs. The SENCO is a member of the SLT.

### **Admission Arrangements**

On admission to school, parents and carers are required to complete a form indicating any identified need or disability their child may have, outlining which support agencies have been/are involved. We strive to gain access to DSEN data from previous schools. We share appropriate data if and when children leave Lyndhurst Primary School.

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<sup>1</sup> See Appendix for definition of Disability and Special Educational Needs.

<sup>2</sup> Roles and responsibilities of all parties are detailed in the Appendix.

## **Facilities for vulnerable pupils, those with DSEN**

A complete version of the school offer can be viewed on the Lyndhurst website.

- The upper floor of the school is accessible by lift.
- Accessible toilets are in place on all floors.
- Emergency telephone call point facilities are provided in the toilets and on stairs.
- The school benefits from dedicated medical rooms with hoist, bed and shower facilities and washroom disposal unit for nappies with removal services, as well as adequate space for the storage of larger items used by specific pupils.
- Personal emergency evacuation plans (PEEPs) are in place for vulnerable pupils.
- An evacuation chair is available to facilitate the safe exit of people with disabilities in case of fire or emergency.
- Wheelchair users can gain access to the building via the main entrance without the need for a ramp.
- The school has access to a magnifier for pupils with visual impairments.
- Yellow contrast strips on the stairs indicate the end of steps.
- We adopt a policy of walking on the left to organise the flow of pupils around school and minimise accidents.
- The lift panel has Braille instructions.
- Classroom sound field systems are in place to ensure that teachers can be heard clearly by hearing impaired children.
- Staff members can use a radio transmitter to communicate effectively with hearing impaired children who have access to a receiver.
- Classrooms and corridors are sizeable and accessible.
- Signage is appropriately sized and positioned.

## **Information about the school's policies for the identification, assessment and provision for vulnerable pupils, those with SEN or who are disabled.**

- Early identification, followed by a graduated response<sup>3</sup> to DSEN is vital to meeting the needs of all pupils at Lyndhurst Primary School.
- All class teachers are responsible for the initial identification and assessment of pupils with DSEN and must inform the SENCo of any child with DSEN in their care.<sup>4</sup> They will discuss their concerns with parents and complete a **Cause for Concern** form.
- We have a range of assessments which can be used to identify DSEN. These can be administered by the SENCo, Learning Support Assistants and the Class Teachers.
- Regular pupil progress meetings between class teachers and the senior management team ensure that pupils who are making insufficient progress,

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<sup>3</sup> The graduated response is highlighted in red below.

<sup>4</sup> A list of the triggers for intervention can be found in the Appendix

despite receiving differentiated learning opportunities, can be quickly identified.

- Where progress is judged to be inadequate, it will be necessary to take some additional and/or different action in order to ensure progress in future. This action will be planned in the form of a highlighted **Provision Map** and/or **Individual Action Plan (IAP)**; a care plan or provision plan and the pupil may be placed on DSEN Support following consultation with parents or carers and the SENCo.
- All personal targets are to be written by the class teacher, with guidance from the SENCo if required. Class teachers will ensure that information is accessible to all those involved in the DSEN provision for a child.
- The role of the Learning Support Assistant is to give the child the fullest possible support in the classroom, to help them to access the curriculum, activities and facilities and to make progress.
- Regular Person Centred Review meetings will ensure that parents, carers, teachers and pupils are aware of progress and next steps. Parent and pupil views will be sought and recorded at these meetings for pupils with additional needs.
- Any outside agency involvement must be logged by the class teacher on CPOMS, and must be discussed with parents or carers.
- The SENCo and, if appropriate, the Headteacher will regularly meet with outside agencies such as ACNS, QEST, Jigsaw and EPS to discuss, plan and implement strategies that are identified as either whole school, individual or group needs.
- If progress remains inadequate under the provision for DSEN Support, the parents or school may request that the LA begin a needs assessment, with a view to the LA providing an **Education Health and Care Plan (EHCP)**.
- In order for a request for an EHC needs assessment to take place, a number of outside agencies would usually be involved; with agreement to apply for statutory assessment being made at a multi-agency meeting or CAF.

### **Access to the curriculum, information and associated services**

- Vulnerable groups have the same opportunities as all children at Lyndhurst Primary School. We remove barriers to learning through quality first teaching and additional support, including Learning Mentors, Learning Support Assistants, specialist equipment and other interventions.
- We work with outside agencies such as QEST, AEN VI/PI Team, parent support advisors and Sports Development to ensure best practice for vulnerable groups.
- Additional opportunities are provided through outside agencies and local schools for vulnerable groups such as the Ability Sports Roadshow and visits organised by Kingfisher School and the MAHDLO centre.
- Information is shared in an accessible way with pupils, parents, carers, Learning Support Assistants and teachers through Person Centred Reviews and pupil progress meetings.

### **Inclusion of vulnerable pupils, those with AEN or who are disabled**

Disabled pupils have access to the same activities and parts of the building as all children at Lyndhurst Primary School. We remove barriers through additional support including Learning Mentors, Learning Support Assistants, specialist equipment and other interventions.

We work closely with other agencies including Sports Development and Wider Opportunities (Music Centre) to support access to extra-curricular opportunities for pupils with AEN.

### **Personal Care**

We follow Oldham LEA's Guidance for Safer Working Practice for Adults working with Children and Young People to ensure that young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Where a child has personal care needs, we aim to ensure that their needs are met sensitively and by a limited number of staff members.

### **Evaluating the success of provision for pupils with DSEN or who are disabled**

- The Governor responsible for DSEN provision at Lyndhurst Primary School is Sara Qazi.
- The Governing Body will monitor and investigate parent complaints regarding DSEN provision in line with the complaints procedure.

### **Complaints Procedure**

Complaints about the provision or organisation of DSEN will be dealt with through the procedures outlined in the whole school complaints policy available from the Head Teacher.

### **Information about the school's staffing policies and partnership with agencies beyond the school.**

#### **In-service training**

In-service training in Disability and Special Educational Needs is identified and linked to the individual needs of pupils and is attended by staff as and when it is appropriate and through Pupil Progress meetings and Performance Management Cycles.

#### **Links to support services**

The school works in partnership with a range of external agencies and charities e.g. QUEST, School Health Advisor, Educational Psychology Service, Speech and Language Therapy, CAMHS and Health and Social Services.

### **Working in partnership with parents**

- Partnerships with parents and carers are valued by staff and the school and are secured by Person Centred Reviews, parents' evenings and opportunities for parents to make appointments to see the Class Teacher, SENCo or Senior Management Team.
- Yearly transition meetings between the current and successive class teachers (and, if necessary, parents/carers, the SENCo, Learning Support Assistants, and representatives of agencies involved in the DSEN provision for the child) enable a smooth transition for the child and an opportunity for dialogue.
- As a school, we identify vulnerable families and direct them to the work and support of the parent support advisors and local and national charitable organisations e.g. POINT (Parents of Oldham in Touch) and the Early Help team.

### **Links with other schools**

- We welcome collaboration between our school and other schools.
- We follow LA guidelines for the transition of pupils from Year 6 to Year 7 and arrange additional transition support for vulnerable groups involving the Learning Mentor and teaching assistants with experience in transition visits.
- When necessary, we involve the Learning Mentor, Jigsaw and Kingfisher School to offer support and guidance for behavioural and physical difficulties.

### **Links with other agencies and voluntary organisations**

- We welcome collaboration with external agencies.
- When necessary, we involve outside agencies such as QEST, EPS, SALT, AEN VI/PI Team and parent support advisors to ensure best practice for vulnerable groups.
- We provide evidence of the graduated response to the outside agencies concerned.
- We use a person-centred approach during meetings involving multiple agencies.

## Appendix

### What are special educational needs?

Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.<sup>5</sup>

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language which they are taught.

At some time in their school careers all children may have DSEN, which need to be identified at an early stage. Children will have needs and requirements which may fall into at least one of four areas. Many children will have interrelated needs.

The areas of need are:

- **communication and interaction needs** (e.g. speech and language difficulties, autistic spectrum disorders)
- **cognition and learning needs** (e.g. moderate, severe or profound learning difficulties characterised by low/ very low attainment across the curriculum or specific learning difficulties which there is a mismatch in the child's potential and their actual performance in specific skill areas e.g. dyslexia or dyspraxia)
- **social, emotional and mental health needs** (e.g. pupils who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs)
- **sensory and/or physical needs** (e.g. profound and permanent deafness or visual impairment, to lesser levels of loss, which may only be temporary (glue ear), physical impairments arising from physical, neurological or metabolic causes including cerebral palsy, spina bifida etc.)

### The triggers for intervention

The triggers for intervention are the teachers or other concerned parties, underpinned by evidence, about the child who despite receiving differentiated learning opportunities and/or appropriate pastoral support/behaviour management:

- makes little or no progress, even when teaching approaches are targeted, particularly in a child's area of weakness.

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<sup>5</sup> Definitions taken from the SEN Code of Practice 2014



- shows signs of difficulty in developing Literacy and/or Numeracy skills which results in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not resolved with a range of behaviour management techniques.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

### **Adequate Progress**

Adequate progress is defined as progress which meets one or more of the following:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour

## **Overview of roles and responsibilities for inclusion and SEN in schools**

### **Headteacher**

- Dissemination of budget to SENCo
- Review DSEN budget with SENCo
- Implement Learning Support Assistant support
- Ensure Annual Reviews take place
- Inform Governors of DSEN issues on a regular basis
- Ensure DSEN Policy is in place
- Ensure training needs of SENCo and support staff are met
- Ensure Access plan is in place
- Facilitate Performance Management of Learning Support Assistants

### **SENCo**

- Administer or arrange for diagnostic testing as required
- Liaise with Head teacher/class teachers/outside agencies and other professionals as required
- Organise Annual Reviews
- Provide evidence of progress of children with DSEN
- Liaise with the Senior Leadership Team to advise on deployment of Learning Support Assistants

### **The child**

- Be aware of and discuss targets with class teacher/ SENCo
- Attend review meetings if appropriate

- Understand the provision that is in place
- Be aware of their progress and know when they are making progress

### **Class teacher**

- Have high ambitions and set stretching targets.
- Adapt teaching approaches to reflect the range of needs within the class
- Be aware of school's DSEN Policy
- Report progress to parents during Person Centred Review meetings at least twice per year.
- Regularly review targets with child and parents
- Monitor Progress
- Identify on planning deployment of additional support and/or resources
- Make provision which is 'additional to and different from' what is available for all pupils.
- Make accurate classroom assessments
- Write IAPs, provision maps, care plans, provision plans and targets to address actual needs
- Match activities to targets and care plans
- Reflect and address the EHCP/Statement Objectives in targets
- Plan for and make effective and efficient use of Learning Support Assistants
- Monitor and evaluate the work of Learning Support Assistants to measure impact on pupils' progress
- Use appropriate resources for DSEN within the classroom
- Provide opportunities for progress in lessons
- Provide equality of access in content, tone, difficulty and relevance of lessons
- Use assessments to give feedback and adjust lessons.
- Enable pupils with DSEN to participate in class and around the school
- Where a pupil's learning takes place outside of the pupils' classroom, take responsibility for planning and monitoring provision.
- Monitor effects of support arrangements on well-being in class and in withdrawal sessions.
- Make effective arrangements for therapy and medical provisions
- Monitor the effects of DSEN on the well-being of pupils during pupil mentoring meetings on the sheet: 'These are my Thoughts'

### **Learning Support Assistant**

- Be aware of the school's DSEN Policy
- Liaise with class teacher and SENCo about individual children
- Record progress of the children as required by the class teacher, SENCo or other professionals

### **Parents**

- Support the child as necessary
- Liaise with school as necessary
- Attend reviews/meetings on a regular basis

### **SEN Governor**

- Review the budget
- Regularly meeting with the SENCo
- Implement Complaints Procedure as set out in the DSEN Policy

### **Governors**

- Implement the budget
- Report to parents
- Review the effectiveness of the DSEN Policy annually

### **The Governing body's responsibilities include:**

- In conjunction with the head teacher, deciding the school's policy and approach to meeting the needs of pupils
- Ensuring that provision for DSEN pupils is made and that it promotes high standards
- Ensuring that objectives are set for DSEN as part of performance management framework
- Making sure that a 'responsible person' is appointed to ensure that all involved with teaching pupils with statements of DSEN are informed about the statement
- Selecting a DSEN governor to oversee the school's DSEN arrangements (non-statutory, but most governing bodies follow this approach)
- Ensuring that pupils with DSEN are fully involved in the school's activities
- Reporting to parents on the success of the school's DSEN policy and provision including deployment of additional funds
- Having regard to the Code of Practice when carrying out responsibilities towards DSEN pupils
- Making sure that parents of DSEN pupils are notified of the provision for their child
- Being fully involved in the development of, and subsequent reviewing of, DSEN policy
- Ensuring that they possess up-to-date knowledge of the school's DSEN provision, including funding and deployment of staff/resources
- Ensuring that DSEN provision is integrated into the School Improvement Plan
- Ensuring that DSEN provision is constantly monitored
- Supporting the SENCo in the use of ICT in order to better manage DSEN