



Special Educational Needs/Disability (SEND) Policy

Issue No.	Author/Owner	Date of Issue	Reviewed	To be reviewed	Approved by Governors on
1	Heather Inglis	Oct. 2004			Oct 2004
2	Helen Munro		Sept. 2009	Sept. 2009	
3	Helen Munro		Sept. 2010	July 2011	
4	Helen Munro		April 2012	April 2013	Jan. 2012
5	Helen Munro		April 2013	April 2016	May 2013
6	Linsay Manuel	Sept. 2015	May 2016	Sept. 2019	May 2016
7	Linsay Manuel	Sept. 2019			
8	Linsay Manuel		09/2022	09/2023	11/2022
9	Anna Dove	January 2023	January 2023	09/2023	January 2023
10	Anna Dove	-	September 2023	09/2024	09/2023
11	Anna Dove	-	September 2024	09/2025	09/2024

COMPLIANCE

The SEND policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013.
- SEND Code of Practice 0 – 25 (2014).
- Schools guide to the 0 to 25 SEND Code of Practice (2014)
- Schools SEND Information Report Regulations (2014).
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013.
- Safeguarding Policy.
- Accessibility Plan.
- Teachers Standards 2012.

This policy was written by the school SEND Team in liaison with the Assistant Headteacher on the Senior Leadership Team. It was then reviewed by the SEND Governor and the governing body. School staff and parents of students with SEND worked in consultation with the SEND Team in co-producing the policy under the guidance of current reform and the SEND Code of Practice, 0-25 (2014).

In Dowdales provision for pupils with special educational needs is the responsibility of all members of staff.

Mrs. A. Dove, Assistant Headteacher, is the designated member of staff on the Senior Leadership Team with responsibility for the overview of all SEND in Dowdales.

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Miss S. Mycroft, Access and Inclusion Manager responsible for the day to day operation of the SEND policy.

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AIMS

This school provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have Special Educational Needs throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student.

Teachers take into account in their planning a student's special educational needs and the provision made, therefore, enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

At Dowdales we seek to raise the aspirations of and expectations for all pupils with SEND and strive to produce an inclusive learning environment. We provide a focus on outcomes for students and not just hours of provision/support.

OBJECTIVES

- To work within the guidance provide in the SEND Code of Practice, 2014 and to implement it effectively across the school.
- To identify at the earliest possible opportunity, barriers to learning and participation for students with SEND.
- To ensure all students have equal access to a broad, balanced and differentiated curriculum.
- To ensure that every student experiences success in their learning and achieves to the highest possible standard.
- To create a teaching and learning environment that meets the special needs of each student.
- To ensure parents are kept fully informed and are engaged in effective communication about their child's Special Educational Needs.
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contribution to their learning.
- To value and encourage the contribution of all pupils to the life of the school.
- To make clear the expectations of all partners (school and external agencies) in the process and provision of special needs.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEND Policy.

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to: accessibility, equality, safeguarding, anti-bullying, medical, behaviour and curriculum policies.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

According to new SEND Code of Practice: 0 to 25 years (2014):

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Taken from 2014 SEND Code of Practice: 0 to 25 Years (Introduction, xiii and xiv).

Special Educational Needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

(SEND Code of Practice 2014, Section 6.28- 6.35)

These areas give an overview of the range of special educational needs that should be planned for. The purpose of such identification is to define what action the school needs to take, not to fit a student into a category.

At Dowdales, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the student.

Other factors which are not SEND may still impact upon a student's progress and attainment. These are taken into consideration and adaptations are made accordingly. Such factors include:

- A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/Servicewoman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a student's behaviour will be investigated. School staff will endeavour to recognise and evaluate the reasons for the behaviour and take all reasonable steps to address the underlying problem.

Teaching staff may identify students making less than expected progress given the young person's age and individual circumstances. This can be characterised by progress which:

- 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

(Code of Practice, 2014, Section 6.17)

Overall, this combination of evidence allows us to build an up to date picture of a student's ability and will determine whether any further assessment or intervention is necessary.

Students identified with SEND are placed on the school's SEND register and grouped into either one of two categories: SEND support (SENDS) or, for those students with more complex needs, an Education, Health and Care Plan (EHCP).

In some cases, students may make sufficient progress to be broadly in line with their peers and/or national expectations and their support is no longer deemed necessary for them to maintain their progress. In this instance students may be removed from the SEND register.

These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

The SEND register is a fluid, working document that is updated regularly and consequently, the numbers of students on the register may be subject to change. The SEND Team is responsible for the on-going management of the school's SEND register. It is accessible through the school's confidential intranet system.

The school's 'SEND Information Report' and 'Local Offer' provide greater detail on the context of the identification of and provision for children with SEND and should be read in conjunction with this policy.

They are both available from the school office and/or the school's website:

<http://www.dowdaleschool.co.uk/>

A Graduated Approach to SEND Support

Provision for students at Dowdales School with special educational needs and/or disability is a whole school responsibility, requiring a whole school response with specialist guidance from the SEND Team, the Governing Body, and the Head teacher.

All teaching staff are teachers of pupils with special educational needs.

'Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff.' (Code of Practice 2014, Section 6.36)

The Teacher's Standards 2012, states that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils.'

At Dowdales, a graduated approach is adopted for pupils identified as having SEND. The level and type of additional support is provided to enable the student to achieve acceptable progress.

Subject Teachers use a wide range of strategies to meet students' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

According to the SEND Code of Practice (2014):

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is **additional to or different from this.**' (Section 1.24)

We aim to follow the 'Assess-Plan-Do-Review' cycle - this includes assessing any students who may have additional needs, planning actions in order to address such needs, initiating the plan and then reviewing the effectiveness of the actions/interventions in place.

The evaluation from the last review will dictate what will take place during the next term.

We incorporate the 'Assess - Plan - Do - Review' cycle into our 3 stages of support:

- Stage 1: is what every student can expect from the school (Quality First Teaching)

- Stage 2: consists of extra help targeted at particular difficulties. (E.g. short-term 1:1, small group interventions and/or in-class support from a TA).
- Stage 3: includes students who have complex and/or long-term needs (EHCP)

High quality teaching, differentiated for individual students is the first step in responding to students who have or who may have SEND. Dowdales School regularly and carefully reviews the quality of teaching for all students, including those at risk for underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students.

If a student is not making adequate progress highlighted from our identification processes then they will be moved to Stage 2. At this point students will be added to the SEND register at the 'SEND Support' level. We provide short-term, individual or small-group interventions for those students who experience barriers to learning.

This type of support can vary for each student and may include:

- ◆ In-class support from a Teaching Assistant.
- ◆ Communication and interaction support and emotional literacy sessions led by a HLTA (Higher Level Teaching Assistant).
- ◆ Self-regulation support sessions led by HLTA.
- ◆ Pre-teaching sessions led by a Senior Teaching Assistant (STA) these are for maths and literacy.
- ◆ Literacy Group Interventions - students receive additional support for reading (lexonik) and writing skills in a small group setting led by a STAs.
- ◆ Maths group intervention sessions led by a HLTA.
- ◆ Dyslexic students – interventions include IDL, Lexonik (reading intervention), and study support strategies for KS4.
- ◆ Support sessions for the use of assisted technology such as touch typing, reading pens and voice recognition software.
- ◆ Exam access arrangements – testing at the end of Y9 or during Y10 determines which students qualify for a range of special arrangements in their GCSE exams. Students may, for example, have the support of a reader, scribe, or extra time, provided they meet the requirements set out in the JCQ guidelines.
- ◆ Smart moves – intervention to support students with physical and medical needs.

Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. The SEND Team and Support staff and are involved in this process. The student's progress is also reviewed during regular progress meetings with the student and their parents.

If a student fails to make adequate progress despite high quality teaching, targeted support at the SEND Support level and has demonstrated significant cause for concern, the school and

/ or the student's parents may decide to request that the Local Authority (LA) undertakes a statutory assessment. The LA will then work co-operatively with the school, external agencies and parents to decide if an Education, Health and Care Plan (EHCP) is necessary.

The SEND Team is responsible, on a daily basis, for providing the designated type and amount of support for students with EHCPs.

The SEND Team (in collaboration with parents) may refer a student to one or more professionals from the following external agencies In order to seek advice regarding recommendations for further strategies of support:

- The Specialist Advisory Teaching Service (for Developmental Language Disorders, Hearing/Visual Impairment, Autism and/or Physical Disabilities)
- Community Paediatrics
- Assessment by an Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Therapy Services (Occupational Therapist / Physiotherapist)
- Access and Inclusion Team
- Social /Welfare Services

The EHCP combines the joint responsibility of Education, Health and Social Care agencies and consists of a formal written framework detailing the provision required to meet the student's individual needs. The EHC plan is then reviewed annually in consultation with the Local Authority, the SEND Team, any external agencies, the student and their parents/carers.

One useful resource for recording and sharing key information for students with SEND is that of an individual Student Profile. The single page Student Profiles are a means of outlining the pupil's key learning support needs and suggested strategies for support with their teaching and learning. The profiles are written from the student's own point of view and inform teaching staff about the student's individual interests, barriers to learning and personal learning targets.

Student Profiles are invaluable to a person centred approach and provide a useful vehicle for meaningful discussion around any barriers to learning. They are developed in collaboration with the student and their parents/carers.

The Student Profile summary is a working document and is amended regularly in consultation with staff, the student and their family. Staff are able to access individual Student Profiles using the school's confidential intra-net system.

Each learner identified as having SEND, is entitled to support that is 'different from or additional to that normally available to pupils of the same age' (Code of Practice, 6.14, 2014). The type of support is dependent on the individual's learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

SUPPORTING PUPILS AND FAMILIES

The school works in partnership with parents/carers to meet the student's needs. This means:

- We listen to the views of parents/carers
- Parents/carers are equal partners in decisions about their child's education
- Parents/carers are kept informed about their child's needs and progress

Parents of pupils with SEND are routinely invited to:

- An annual parents' evening for each year group
- Individual SEND Support meetings to address any interventions/concerns
- Team Around the Child/Family meetings for specific SEND problems
- Annual review meetings for those pupils with an EHCP

Teaching and Learning is supported by regular communication between home and school through the school's web pages, letters/newsletters, emails, parent/teacher meetings, extra revision sessions for GCSE courses, Homework club, Options Evening, contact with TEAMS (School's IT learning platform), School Calendar, student planner and contact with Achievement Leaders for each year group.

The Governing Body at Dowdales School maintains that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice 2014 and The Equality Act 2010:

'The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan.' (SEND Code of Practice 2014)

For more information concerning support for pupils and families, please refer to:

- ◆ The school's 'SEND Information Report'. This can be accessed through our school website.
- ◆ Cumbria's LA 'Local Offer' (In compliance with Children and Families Act 2014 (Ch.6, Part 3, 30) available from the LA website: www.localoffer.cumbria.gov.uk
The purpose of the county's local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.
- ◆ The local, independent **Information Advice and Support Service (IASS)** which offers information, impartial advice and practical support to students and parents/carers of children with special educational needs.

Contact: **Celia Jones**

Tel: **(01229) 407439**

email: celia.jones@cumbria.gov.uk

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Dowdales School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some individuals with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

We ensure that pupils with medical conditions receive appropriate care and support at Dowdales School. The school's policy for 'Supporting pupils at school with medical conditions' has been developed in conjunction with the Department for Education's guidance (2014). The policy can be accessed through the school website:

If a student has a specific medical need then a detailed Health Care Plan is compiled in consultation with parents.

The Health Care Plan is made available to school staff through the school's confidential, intranet system. Specific staff members are also alerted to the particular medical/ health needs of the student concerned. Staff with first aid qualifications receive regular training in managing some medical conditions relevant to the students on roll.

Dowdales has a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please take the medication to Reception. You will be required to complete a form, authorising school staff to administer the medication.

ACCESSIBILITY

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. At Dowdales, we are committed to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

Dowdales Accessibility Policy considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

Dowdales School is actively improving the physical environment and accessibility for students and visitors as and when building schemes are considered and completed.

Our students have an entitlement to a broad and balanced curriculum, which is differentiated to meet the learning needs of students with SEND and enable them to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring a feeling of success and achievement.

At Dowdales School, we support the key principles which underpin the development of a more inclusive curriculum including responding to the diverse learning needs of students and overcoming any potential barriers to learning.

The Virtual School and Equalities Learning Team (Cumbria County Council) are based in Carlisle. They assist us in supporting vulnerable students and families within the following groups: Looked After Children (LAC), Children with English as an Additional Language (EAL), Black and Minority Ethnic groups (BME), Travellers and Young Carers.

BULLYING

In Dowdales School all students and staff have the right to feel happy, safe and included; any type of bullying is, therefore, unacceptable.

As a school, we will work to promote an environment free from threats or fears thereby enhancing individual aspirations and achievement.

Students with SEND have the same rights and entitlements to be safe and free from bullying as any other student in school under the Equality Act 2010.

In Dowdales School, we implement the following whole school strategies to address bullying issues:

- raising staff awareness through whole school training opportunities
- raising student awareness through school assemblies/ form periods
- anti-bullying policies
- targeting early intervention
- teaching a range of coping strategies
- consistently recording any incidents of bullying
- offering advice and support for families
- monitoring the impact of anti-bullying interventions

The school will make every effort to eliminate all forms of discrimination and inequality. We have a robust policy for dealing with issues concerning bullying. Please refer to Dowdales Anti-Bullying Policy accessible on the school's website:

<http://www.dowdaleschool.co.uk/>

MONITORING AND EVALUATION OF SEND

At Dowdales School monitoring and evaluation arrangements for special educational needs promote an active process of continual review and improvement for all students.

Pupils on the SEND register are reviewed regularly by the SEND Team.

Students with SEND are also discussed at the regular Student Progress/Intervention Meetings with Year Achievement Leaders, members of the Senior Leadership Team and Academic Team Leaders including the SEND Team.

The monitoring and evaluation of SEND is underpinned by information gathered from:

- ◆ regular audits
- ◆ school self-evaluation
- ◆ analysis of student tracking data
- ◆ evaluation of personalised programmes/interventions using qualitative and quantitative data
- ◆ parental input
- ◆ student views
- ◆ staff observations and feedback
- ◆ increased confidence and independence demonstrated by the students
- ◆ annual governors report to parents

TRAINING AND RESOURCES

Dowdales School receives funding directly from the Local Authority to support the needs of learners with SEND.

School receives designated funding from the Local Education Authority to support those pupils with complex needs i.e. those students in receipt of an Education, Health and Care Plan (EHCP).

It is the responsibility of the Head teacher, SEND Team and governors to agree how the allocation of resources is used. A number of pupils with SEND may also receive intervention funded by Pupil Premium allocation depending on the nature of their entitlement.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, school staff are encouraged to undertake regular training and continued professional development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SEND Team to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SEND Team regularly attends the local authority's FEC network meetings in order to keep up to date with local and national updates in SEND.

Our Teaching Assistants receive high quality training in all areas relevant to their role. This includes, but is not limited to, specific learning difficulties, autistic spectrum disorders, attention deficit and hyperactivity difficulties, hearing impairment, speech and language difficulties and interventions in reading, phonics, writing and maths. Some support staff have developed areas of specialism.

ROLES AND RESPONSIBILITIES

SEND Governor: Mrs. J Cahalin

The school governors must comply with the Code of Practice (Children and Families Act 2014 part 3) when carrying out their duties towards all students with SEND.

The governing body at Dowdales a school elects a designated person who has oversight of the school's arrangements and provision for monitoring SEND, including the necessary adaptations to meet the needs of all students in the school. The governor for SEND ensures that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEND Governor liaises with the Head Teacher and meets with the SEND Team on a regular basis to discuss all aspects of SEND development and review.

SEND Team: Mrs. A. Dove, SENDCO and Miss S. Mycroft, Access and Inclusion Manager

The key responsibilities of the SEND Team may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- 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 early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority 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 Head teacher 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

SEND Teaching Assistants (Learning Support Department)

Teaching Assistants are an integral part of the provision for students with SEND in Dowdales School.

They support students with their learning activities in the classroom and work under the direction of the subject teacher.

Teaching Assistants:

- support students to access the curriculum
- assist implementation of differentiation and specialist support strategies in the classroom
- aim to keep students focused on learning activities during lessons.
- help students to develop effective ways of becoming independent learners.
- monitor and record student progress against learning targets using ‘Lesson Focus’ sheets.
- Pass on any concerns regarding a student’s academic progress/emotional and social development to the subject teacher and/or SEND Team.

The Higher Level Teaching Assistant (HLTA) and Senior Teaching Assistants (STAs) are mainly intervention based; the HLTA and STAs are able to deliver specific SEND programmes outside of the classroom in a 1:1 or small group setting. The HLTA and STAs plan and deliver structured programmes where appropriate under the guidance of the SEND Team and Academic Team Leaders. The HLTA and STAs keep detailed records of support/ interventions and may also contribute to the review process.

The SEND Team/Academic Team Leader manages the Learning Support Team.

Designated Teacher with Specific Safeguarding Responsibility: Mrs. L. Massicks

The Safeguarding and Child Protection Policy provides clear direction to staff, governors and volunteers about expected codes of behaviour in dealing with Child Protection issues. This ensures that Child Protection concerns and referrals are handled sensitively, professionally and in ways that support and protect the needs of the child.

All matters of Safeguarding and Child Protection are processed and filed by the Designated Officer and all other staff are fully aware of their individual responsibilities.

Management of funding for Disadvantaged Children: Ms. E. Aubrey (Headteacher)

Management of funding for Looked After Children: Mr. R. Waddington (Senior Leadership Team)

Staff member with responsibility for meeting the medical needs of pupils: Mrs. L. Massicks (Lead Practitioner for Behaviour and Safety)

REVIEWING THE SEND POLICY

The school’s SEND Policy has recently been revised to ensure it is fully compliant with the regulations of the Children and Families Act, 2014 and the Special Educational Needs and Disability Code of Practice 0-25 years, 2014.

The SEND policy will then be reviewed every year and modified in discussion with parents, students with SEND, staff and governors.

Both Dowdales School SEND policy and the SEN Information Report are accessible on the school's website:

<https://dowdalesschool.co.uk/send/>

DEALING WITH COMPLAINTS

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SEND Team, Achievement Leaders or members of the Senior Leadership Staff. Concerns that cannot be resolved in this way will follow a line of referral, involving the school's Assistant Head Teacher responsible for overview of SEND, the Headteacher and/or the school's Governing Body.

The school's Complaints Policy can be viewed on the school website.

When necessary, parents will be supported in taking concerns to the Local Education Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures.

Information regarding independent, external support groups, such as the Information Advice and Support Service (formerly) Parent Partnership, will also be made available.

APPENDICES

Web Link to school policies on Dowdales School website:

<https://dowdalesschool.co.uk/send/>

Publications

Special Educational Needs and Disability Code of Practice (0–25) 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>