



Children First

**DOVECOTE PRIMARY &
NURSERY SCHOOL
Additional Needs and
Disability Policy 24/2027**

| DOCUMENT PROVENANCE | | | |
|---------------------|-----------------------------------|-----------------------------|------------------|
| Status | Ratified | Current version no. | 1.0 |
| Organisation | Dovecote Primary & Nursery School | Version date | September 2024 |
| Author | | Approved by (If applicable) | School Governors |
| Approval date | July 2024 | Next review date | July 2025 |

| DOCUMENT CHANGE HISTORY | | | |
|-------------------------|-------------|-------------------|--------------------|
| Revision date | Version no. | Author of changes | Summary of changes |
| | | | |



Dovecote Additional Needs and Disability Policy

Contents:

Values and Vision

Our Aims and Objectives

Definition of SEND

Inclusion Statement

Responsibility for the Coordination of SEND Provision

Identification and Assessment

EHCP and Statutory Assessment of SEND

SEND Provision

Allocation of Resources for Pupils with SEND

Access to the Curriculum

Evaluating the Success of Provision

Partnership with Parents

Partnership with Pupils

Transition

Adopting a Multi - Agency Approach

Continuous Professional Development (CPD)

Local Offer

Complaints Procedure

Our Values

Dovecote Primary School is a large mainstream primary school within the city of Nottingham.

Dovecote is a happy school where everyone belongs. We believe in the firm foundations of safety, trust, positive relationships and resilience. By establishing these we nurture our school community to grow: to be curious, kind, independent and self-motivated, to have confidence and self-believe, to develop a voice, be brave and bold and the best that we can be.

We all work together, foster a love of learning through an exciting and engaging curriculum with inclusivity, equality and fun at its heart. We give our pupils enriching experiences, that create everlasting memories, that will shape their future and expand their horizons.

Our pupils will leave us with a sense of pride in themselves, pride in all their achievements and pride in Dovecote Primary School.

Our Vision

- ***To have pupils who make excellent progress from Nursery to Year 6.***
- ***To be at the centre of the local community and have meaningful engagement with the wider community.***
- ***To have outstanding outdoor provision.***
- ***To have a purposeful world class curriculum.***
- ***To be sustainable.***
- ***To have all decisions to be based on evidence and research and informed by pupils and the community.***



Children First



Children First

Our Aims

This policy describes the way we at Dovecote Primary School strive to meet the needs of children who experience barriers to their learning. Our aims are based on the fundamental principles as stated in the Special Educational Needs (SEN) Code Of Practice 2015.

We aim to provide a broad and balanced curriculum for all of our pupils, including those with Special Educational Needs and Disabilities. We are committed to maximum inclusion of all pupils in all areas of the curriculum, meeting individual needs and facilitating the highest quality of education for all pupils.

Through the use of a variety of tools and resources, we aim to identify need as early as possible, using this data inform and adapt practice whilst challenging our children to reach their full potential. We value the abilities and achievements of all pupils, and are committed to providing, for each pupil, the best possible environment for learning.

The staff and governors support a whole school approach to Special Educational Needs. We work together as a team, collaborating and co-coordinating all that we do for the benefit of all children.

We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.

Objectives

- **Ensure the SEN and Disability Act and relevant Codes of Practice** and guidance are implemented effectively across the school.
- **Ensure equality of opportunity** to eliminate prejudice and discrimination against children with special educational needs.
- **Ensure that pupils with SEN are perceived and treated positively** by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- **Early Identification** of special educational/ additional needs of children using assessment tools such as R2i.
- **Assess, monitor and provide** for individual need.
- **Implement a multi-agency approach** where necessary with the child's best interests at the centre.
- **Identify the roles and responsibilities of staff** in providing for children's special educational/ additional needs.
- **Provide an inclusive curriculum** to ensure all children have full access to all elements.
- **Provide and adapt appropriate provision** wherever possible to enable children to fulfil their potential.
- **Regularly monitor and review children's progress** in partnership with parents and children.



Children First



Children First

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person 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 they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 in which they will be taught.

This policy explains how Dovecote Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements from The Children and Families Act 2014, Equality Act 2010 and SEND Code of Practice 2014.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Inclusion of Pupils with SEND



Children First



Children First

All pupils at Dovecote Primary School are equally valued and regarded as 'special'. We therefore use the term Additional Need for those children who have different educational or behavioural needs, require different strategies for learning and need a range of different teaching and learning approaches. Dovecote Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all children;
- Systems for early intervention of barriers to learning and participation;
- High expectations and appropriate outcomes for all.

The SENDCo oversees the school's policy and is responsible for ensuring it is implemented effectively throughout school.

Responsibility for the coordination of SEND provision

SEND provision is a whole school responsibility.

The Role of the SENDCo

The Leader of Additional Needs at Dovecote Primary School and school SENDCo is Sarah Hudson.

The responsibilities include;

- Monitor progress of all specified groups and take appropriate action to ensure progress is being made whilst ensuring good practice across school.
- Monitor and evaluate class provision maps including the use of R2i.
- Implement and support the use of R2i as an early intervention for children.
- Overview the records of all children with special educational/ additional needs.
- Complete the documentation required by outside agencies and the LA;
- Complete the Higher Level Needs (HLN) process to access funding;
- Help maintain a register of SEND;
- Work with the head teacher, governors and the SBM to establish priorities for expenditure for all areas of inclusion and ensure the effectiveness of spending and the use of resources.
- Manage the work of identified support staff ensuring they are effectively deployed and that learners with additional needs are effectively supported.
- Ensure all statutory requirements are met regarding equality and disability including appropriate school policies.
- Ensure all staff recognise and fulfil their statutory responsibilities to pupils with SEND.
- Complete an audit of provision, drop in observations and work analysis as part of school Self Evaluation to monitor SEND provision.
- Provide appropriate CPD support and advice for all staff.



Children First

- To line manage support staff who are working directly with SEND children.

- Liaise with other schools to ensure continuity of support and provision when transferring pupils with SEND.
- Liaise with members of the family SEND team and LA.
- Co-ordinate and attend annual reviews and keep parents informed of their child's progress.
- Chair multi agency meetings
- Attend Networks relevant to SEND provision
- Attends family/Pre-school meetings to support transition
- Report on additional needs to SLT and governors
- Act as a Designated Safeguarding Lead with responsibility for safeguarding. Ensuring own and staff training is current and relevant. Receiving and acting upon concerns. Liaising with Social Services and other appropriate outside agencies.
- Report on SEND to Head Teacher and Governors.



Children First

Class Teacher Responsibility

- Take responsibility for the needs of all their children.
- Ensure planning is fully inclusive and adapted.
- Liaise with Support Staff to ensure they have a full understanding of individual needs and that pupils are supported appropriately.
- Liaise with SENDCo, support staff, parents and children to write appropriate Individual Support plans and class provision maps.
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs.
- Meet termly with the Head Teacher and SENDCo to monitor the progress of vulnerable pupils and act upon their findings to close the gap in learning.
- Complete notes for and be involved in review meetings with families and SENDCo.
- Implement in-class support and differentiate teaching.
- Liaise with, assist and guide support staff, to ensure delivery of the curriculum.
- Ensure support staff have copies of planning in advance.
- Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter.
- Challenge and support all children to meet their full potential.

Head Teacher Responsibility

- To ensure that the policy is implemented.
- To support the SENDCo and SEND governor in their responsibilities.
- To liaise with parents, pupils and outside agencies in conjunction with the SENDCo when necessary.



Children First

The Governing Body



Children First

- To secure the necessary provision for any pupil identified as having Special Educational/ Additional Needs.
- To ensure that all teachers are aware of the importance of identifying, and providing for, all children.
- To ensure that parents are notified of a decision by the school that Special Educational/ additional provision is being made for their child.

Identification and Assessment

See definition of Special Educational Needs at start of policy

A Graduated Approach

Early intervention is vital, Dovecote Primary School has a clear procedure for monitoring individuals where concerns have been raised either by the class teacher, support staff or parents. At this stage the child's name will be placed on to the Class Provision Plan under monitoring. This is then followed by a consultation between the SENDCo and class teacher.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. See below;

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's



Children First



Children First

SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Assessment

At Dovecote Primary, we use assessment tools such as Routes to Inclusion to support the identification of need. This enables us to gather data which is then used to inform practice and enable an appropriate support plan for the child to be agreed. Once the support plan is in place it then follows an assess, plan, do, review cycle.

SEND Support

Where it is determined a child does have SEND the following steps will be taken:

- Class teacher or SENDCo will make contact with parents to discuss concerns at the earliest opportunity and to enlist their help and participation.
- Once parental consent is given the child will be placed on the SEND register by a member of the SEND Team. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.
- An individual plan is drawn up by the class teacher in consultation with the SENDCo to plan and review the provision in place, again following the assess, plan, do, review cycle.

High Level Needs (HLN):

This is for children who have more complex needs and require specialist intervention.

- An Individual Provision Plan is drawn up by the SENDCo in consultation with the class teacher to map the provision in place. The class teacher and the SENDCo are supported by outside agency involvement.
- They may receive extra funding from the Local Authority to enable the school to meet their more complex level of needs through targeted provision and intervention (some of these may be provided by outside agencies).



Children First



Children First

Education, Health and Care Plan:

The school, parent or other professionals working with the family can request a statutory assessment for an Education, Health and Care Plan (EHCP) from the SEND Team if it becomes clear that a child's needs have not been fully identified, or they are not making progress despite receiving a good support over a period of time. Young people between 16 and 25 can request their own assessment. There are strict timelines that must be adhered to once a request for assessment is received by the SEND Team. The SENDCo will provide advice and support for any family making a request for an EHC Assessment.

Education, Health & Care Plans and Statutory Assessment of SEND

Only a very small percentage of children with SEND need an EHCP in order to get the right support and provision. An EHCP brings your child's education, health and social care needs into a single legal document. It will describe what outcomes we all want for your child, what support is needed to achieve these, who will provide the support and when it will be provided.

The first stage following a request for a statutory assessment for an EHCP is for a Person Centred Review (PCR) to be arranged, usually by the school or educational setting. The PCR uses an approach that puts the young person and their family at the centre of the process. The review meeting looks at positive things about the young person, what is important to them, and what things are working well for them, as well as what isn't working well and what support and help is needed. At the end of the PCR, an action plan will have been created, which identifies actions to be taken by professionals, young person and family to help improve support and outcomes. Information about how to prepare and what to expect from the PCR will be provided.

The action plan from the PCR forms part of the information that is sent to a decision-making panel, which decides if a full statutory assessment is required.

You will be informed of the panel's decision whether or not to proceed with a full assessment. If the panel decides a full assessment is required, you will receive more information about this process from the LA.

If the decision is to not issue an EHCP, you will be advised of your right to appeal. Parents are given the opportunity to comment on a draft EHCP and give your views about school or other placements, before the final EHCP is issued.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

More details about the Education, Health & Care Plans and Statutory Assessment of SEND can be found on the Nottingham City Council website:

www.nottinghamcity.gov.uk/.../Education-Health--Care-Plans-and-Statutory-Assessment-of-SEND

Provision

Once a child's specific needs have been identified we will work with the relevant specialist support services to ensure we comply with all relevant accessibility requirements as soon as possible. For example:

- Physical environments
- Assistive technology
- Increased access to the curriculum and assistance during examinations
- School transport for curriculum activities

Provision will be implemented using the following process;

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

All children receiving HLN funding and/or specialist intervention will have a personal Provision Plan. This clearly shows the level of provision in place and may include some of the following;

- In class adult support
- English and Maths intervention
- Booster groups in Maths, Phonics and Reading
- Mentoring for children with social, emotional or behavioural difficulties via Key Attachment Working
- Specific provision including Speech and Language, OT and life skill focuses via specialist referral
- Routes to Inclusion- SEMH graduated response
- Makaton
- Numicon
- Assessment of strengths and barriers
- Gardening intervention
- Lunch and break time support
- Risk Assessments
- Individual handling policies
- Individual Provision Plans
- Play therapy
- Individualised time tables
- Sensory input through activities or use of the sensory room



Children First



Children First

It is recognised that support within the classroom as well as withdrawal in certain circumstances, both play a key part in provision for children with SEND. We aim for inclusion in all areas of school life as far as is reasonable.

Further information may be found in the school's Accessibility plan and the Disability and Equality policy.

Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education Health and Care Plan.

The SENDCo is responsible for completing and submitting all requests for additional funding (HLN Requests) from the LA.

The head teacher informs the governing body of how the funding allocated to support Special Educational/ additional Needs has been used.

Access to the Curriculum

All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of individual progress that brings feelings of success and achievement.

Teachers use a range of strategies to meet children's additional needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Teacher assessment is used to monitor progress for all pupils. If appropriate BSquared Assessments are used to break down the existing National Curriculum Programmes of Study into finely graded steps and targets and ensure that children experience success. These statements will then be used to inform the pre-key stage standards which must be used to make statutory teacher assessment judgements for pupils who have reached the end of year 2 and 6. The pre-key stage standards are provided for the statutory assessment of pupils engaged in subjects specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

In the Foundation Stage all children are assessed using the Development Matters Scale (Nursery and Reception) and the EYFS Profile Score (End of Reception).



Children First

Evaluating the success of provision



Children First

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This can include: parents' evenings, review meetings, structured conversations, pupil interviews, parent questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The SENDCo monitors the movement of children within the SEND system in school by:

- Monitoring the movement of children within the SEND system in school and the provision provided.
- Supporting teachers involved in reviewing and updating Provision Plans for children and reviews the work of the school in this area.
- Liaising with support staff, working with children who have special educational/ additional needs, in order to monitor pupil progress.
- Liaising with staff and use of profile data at the end of each academic year to monitor progress of children with special/ additional need.
- Updating the SEND register via the Arbor management system.
- Use of SEND information to aid the transition process to secondary school.

Information from provision management will be used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

There is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO/Headteacher and SEN governor and information is gathered from an interview with the SENCO on an annual basis. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

Partnership with Parents

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their child's education.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for children with SEND in our school. A named governor takes a special interest in special needs.

At all stages of the special needs process the school keeps the parents fully informed and involved. We inform the parents of any outside intervention, and we share the



Children First



Children First

process of decision making by providing clear information relating to the education of children with special educational needs.

Partnership with Pupils

The SEN Code of Practice states that 'partners must engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes', (Section 3.18).

At Dovecote School whenever appropriate, from an early age, children are encouraged to be actively involved in their provision and reviewing their performance.

Transition Arrangements

In order to ensure a smooth transition, the school will, with parents' consent, make arrangements to share all relevant information with the child's next placement. This could include written records, a programme of visits (made in liaison with the receiving school) and meetings.

For children starting in our Nursery and Reception classes, who have complex needs, a phased transition may be appropriate. This will be discussed and agreed with parents.

Multi-Agency Approach

The school has strong links with local schools; nursery, primary and secondary, to support children with Special Educational Needs.

We work with SEND Support Services as appropriate and have clear procedures for involving support services. Such contacts are made through the SENDCo or Head Teacher and discussions involve parents whenever possible. We work with a variety of professionals such as:

Educational Psychologists
Behaviour Support Team
Autism Team
Learning Support Team
Mental Health and Support Team

Continuous Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.



Children First



Children First

We use links with outside agencies such as the Autism Team, Behaviour Support, Learning Support and Educational Psychologist to ensure up to date training is offered to all staff covering a variety of areas with the need of our children at the heart.

The SENDCo attends termly SENCO Network meetings as well as an annual LA SENDCo Conference, forging links with other SEND practitioners and ensuring knowledge and training is up to date.

Local Offer

This is Nottingham City Council's directory of all the services available to help and support children and young people with Special Educational Needs and Disabilities (SEND). It provides information on:

- Health, such as doctors, nurses and therapists
- Education, such as schools, colleges, playgroups and childminders
- Support groups
- Leisure activities

More details about the Local Offer can be found on the Nottingham City Council website:

www.nottinghamcity.gov.uk/localoffer

Complaints Procedure

Complaints about the SEND procedures and implementation of the procedures should firstly be addressed to either the class teacher or SENCO. If an issue is not resolved then the complaint should be addressed to the head teacher and finally the governing body.

Signed _____ [Mrs R. Guy-Clark] **(Headteacher)**

Date _____

Signed _____ **(SENDCO)**

Date _____

Signed _____ **(SEN Governor)**

