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Special Educational Needs and Disabilities (SEND) Policy

Reviewed by: D.Turtle

Date Adopted by Governing Body: October 2025

Review date: October 2026 (earlier if Government or Local Authority guidelines change)

Statement of Intent

This policy outlines the framework for Dovecotes Primary School to meet its duties and obligations to provide a high quality education to all of its pupils with special educational needs and/or disabilities. Dovecotes Primary School therefore intends to work with Wolverhampton Local Authority and external agencies and the following principles, which underpin this policy:

- Co-production and child and family at heart of all decision making;
- Collaboration between education, health, social care services and all relevant stakeholders to provide support;
- High quality provision to meet the needs of children and young people with SEND;
- Greater choice and control for young people and parents/ carers over their support.
- Successful preparation for adulthood, including independent living and employment.

Introduction

This SEND Policy is written to comply with:

- Children and Families Act 2014 (and related regulations);
- Equality Act 2010;
- Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015).
- Teachers Standard 2014

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Supporting Children with Medical Conditions;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children.
- Wolverhampton Local Authority SEND Policy & Strategy for Children and Young People with SEND.

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

The view at Dovecotes Primary School:

“Every teacher is a teacher of every child or young person, including those with SEN” (Code of Practice January 2015).

“High quality teaching, differentiated (scaffolding) for individual pupils, is the first step in responding to pupils who have or may have SEN.” (Code of Practice 2015)

Enquires about an individual child's progress should be addressed to the class teacher in the first instance. Other enquires can be addressed to:

Mrs D Turtle - SENDCo

An appointment can be made by contacting the School Office on 01902 558284.

This policy was developed by the SENDCo in consultation with the SEND Governor and will be shared with the stakeholders via the school website. Hard copies of the policy will be made available if requested.

Defining Special Educational Needs and Disabilities

The Children and Families Act 2014 says:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.
2. 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;
 - 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;
 - A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of school age (or would be likely, if no special educational provision were made);
 - A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Children with a disability will not necessarily have SEN. However, where a child or young person with a disability requires SEN support, they will be placed on our SEN register. A disability is described in law (the Equality Act 2010) as:

‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’

Headlines from the 2015 Code of Practice. (January 2015)

SEND Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth to 25 years.

School Action and School Action Plus have been replaced by a school-based category of need known as “Special Educational Needs Support (SENS)”. At Dovecotes Primary we use the term SEN Support.

Schools are expected to work closely with parent/ carers and children to ensure that they take into account a child's own views and aspirations and the parents'/ carers' experience of, and hopes for, their child.

Parents/ Carers are expected to be invited and involved at every stage of planning and reviewing SEND provision for their child.

Schools should have high expectations of all their children.

All children should benefit from “Quality First Teaching”. This means that teachers are expected to assess, plan and teach all children at the level, which allows them to make progress with their learning.

Areas of Special Educational Need

The Code of Practice describes SEND into four broad categories/areas of need that may create barriers to learning. Alongside this the areas of need are detailed within 'SEN Support and Education, Health and Care Plans' guidance as part of the LA Local Offer.

1.) **Communication and Interaction** - this includes children and young people with speech, language and communication difficulties, impairments or disorders, which make it difficult for them to make sense of language, to express their needs or to understand how to communicate effectively and appropriately with others. Children and young people with ASD (Autism Spectrum Disorder), are likely to have particular difficulties with social interaction.

2.) **Cognition and Learning** - this includes children and young people who learn at a slower pace than their peers of their age, having difficulties in understanding parts of the curriculum, difficulties with organisation and memory skills, or have a specific difficulty affecting one particular aspect of their learning as in English or Maths.

The term "learning difficulties" covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dysgraphia, dyspraxia and dyscalculia come under this term.

3.) **Social, Mental and Emotional Health** - this includes children and young people who may experience a wide range of social and emotional difficulties, which present themselves in many ways. For example, some children and young people have difficulty in managing their relationships with other people, are withdrawn, or may behave in ways that hinder their own and other children's learning or that have an impact on their health and wellbeing. This broad area includes Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

4.) **Sensory and/or Physical Needs** - this includes children and young people with sensory, multisensory and physical difficulties. For example, visual and/or hearing impairments, or physical needs that means they must have additional ongoing support and equipment to enable them to engage in everyday life.

Admissions

Dovecotes Primary School will ensure that it meets its duties under the Local Authority Schools Admissions Code of Practice by:

- Adopting fair practices and arrangements in accordance with the School's Admissions Code for the admission of children without an Education, Health and Care plan;
- Considering applications from parents/ carers of children who have SEND but do not have an Education, Health and Care Plan.

Our School Objectives for SEND

At Dovecotes Primary School, we aim:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will take responsibility for the strategic implementation of the SEND Policy;

- To ensure all staff have access to training and advice to support quality teaching, graduated approach and learning for all children;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively (inclusion);
- To value and encourage the contribution of all children to the life of the school;
- To enable all children to have access to the wider curriculum i.e. residential visits and extracurricular activities.
- To work in partnership with parents/ carers;
- To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the SEND Policy Statement;
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils;
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

Identifying Children at SENS (SEN Support)

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every child is monitored termly. Where children are identified as not making progress in spite of quality first teaching or through interventions, they are discussed with the Phase Leaders, parents and SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

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.

At Dovecotes Primary School when identifying the needs of children and young people, we consider the whole child. This means that we also identified SEND through observations and discussions with class teachers and support staff, if the child or young person requires ‘reasonable adjustment in the classroom due to a significant need in mental health/care, or a disability that impacts and causes a barrier to their learning.

Within discussions, we will also include not just the special educational needs of the child but may also consider the following:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEND);
- Attendance and Punctuality;
- Health and Welfare;
- English as an Additional Language and the implications of being newly arrived;
- Being in receipt of Pupil Premium Grant;
- Being a Child and Young Person in Care.

Parents/ Carers sometimes ask us to look more closely at their child’s learning. We take all parental/ carer requests seriously and investigate them all. Frequently, the concern can be addressed by quality first teaching, closing the gap interventions and/ or the use of shared approaches with the home/ family. Otherwise, through working together with the child and family, it is agreed that the child will be identified at SEN Support (recorded on the school’s

data system under data protection agreements and Code of Practice Statutory requirements).

Once agreed that a child needs a graduated response at SEND Support, further assessment through appropriate agencies (including Health, Educational Psychology Services, Outreach and Specialist Teachers) is undertaken; on occasion this may result in the diagnosis of a specific difficulty or condition. Information from other agencies will identify pupil needs and inform the School's provision management approach based on meeting pupil needs.

Working with Parents/ Carers and Children

We aim to have good and informative relationships with all our parents/ carers. Parents/ Carers and children are at the heart of the process when identifying areas of need and the provision best designed to support that need.

"Any decisions are informed by the insights of parents and those of children and young people themselves." (Code of Practice 2015).

If a child is experiencing difficulties, parents/ carers will be invited in to school at the earliest opportunity to discuss the child's areas of strength and difficulty and any concerns identified by the parent/ carer and/ or members of staff. These early discussions will be structured so that they develop a good understanding of the pupil's areas of strength and difficulty, the parents'/ carers' concerns, the agreed outcomes sought for the child and the next steps.

As a school, we welcome parents/carers in to school to discuss their child's progress and needs. For support or assistance with communication needs, you may wish to bring an advocate in to school with you. As a school we ask parents/careers to seek advocates from the Wolverhampton Information, Advice and Support, SENSTART and, for support with communication, a translator approved by the school or a close family member will be welcomed.

A Graduated Approach to SEND Support

Once a child has been identified for SEND Support, the school will do its best to ensure that meetings with parents/ carers and the child are scheduled appropriately to:

- Formally let them know that their child is being placed at SENS (SEN Support);
- Discuss assessments that have been completed;
- Share the child's provision and next steps for the next term.

This is part of the graduated approach cycle of '**Assess, Plan, Do, Review**' required in the Code of Practice. This process involves:

Assess - establishing a clear assessment of the child's needs. The class teacher will liaise with the SENDCo to assess the child's needs. Parent/ Carer views and that of the child are integral in building up a clear picture of the child's needs. In some cases, school will talk to other professionals who work with the child or seek advice from an educational psychologist, specialist teacher, outreach worker or health professional to help inform any assessments and planned support.

Plan - Plan with the pupil's parents/ carers, the interventions and support to be put in place, as well as the expected impact on progress, development, and behaviour, along with a clear date for review. A Pupil Passport (PP) will be completed identifying SMART targets or strategies, interventions and reasonable adjustments to be used in the classroom environment and playground on the child's strengths.

Do - The class teacher, sometimes with teaching support, is responsible for working with the child on a daily basis. When appropriate, this may mean that the child receives one to one teaching or small group support. Teachers should also work closely with teaching assistants or specialist staff involved to link the interventions and plan of support during the classroom teaching. The SENDCo provides further support to staff to discuss the child's strengths and development areas, put in place strategies and share resources to enable the child to remove barriers to their learning.

Review - Review the effectiveness of the interventions/support identified on the PP, making any necessary revisions. With reference to practice outlined in the Code of Practice, Parents/ Carers and children are invited to a meeting at least once each term to review progress made, set targets and agree provision for the next term.

Moving to an EHCP (Education, Health and Care Plan) – Application for Single Assessment

If children fail to make progress, despite high quality, targeted support at SEN support, we may apply for the child to be assessed by external professionals and apply for a local authority assessment of needs. The local authority will then look at evidence and reports from external professionals and education and make a decision whether an Education, Health and Care Plan (EHCP) would be necessary. (Parents/ Carers or young people may also make a request.)

We refer to the LA Guidance: 'SEN Support and Education Health Care Plans' if:

- In addition to their SEN needs, the child is a child and young person in care, and is therefore additionally vulnerable;
- The child has a disability which is life long and which means that they will always need support to help them to learn effectively;
- The child's achievements are so far below their peers that it is likely that the child may at some point benefit from special school provision.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the Local Authority, within six weeks of receipt. If the decision is not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the Local Authority, regarding how the pupil's outcomes can be met through existing school provision, seeking advice/ training from other agencies as appropriate. Following discussions and agreement as part of a child's draft Education, Health and Care Plan, the school will meet our duty to respond to the Local Authority within 15 days, if we 'Dovecotes Primary' are named as the education setting.

The school will ensure that all those teaching or working with a child named in a Plan are aware of the pupil's needs and that arrangements are in place to meet these needs. The school will request a re-assessment of an Education, Health and Care Plan at least six months following an initial assessment, if a pupil's needs change significantly.

Reviewing an Education, Health and Care Plan

Dovecotes Primary School will:

- Cooperate to ensure that an annual review meeting takes place, including convening the meeting on behalf of the Local Authority if requested;
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting;
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited;

- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting;
- Cooperate with the Local Authority during annual reviews;
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting;
- Ensure that a review of a pupil's Education, Health and Care Plan is undertaken at least seven months before transfer to another phase of education.

Roles and Responsibilities

The Head Teacher will:

- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school;
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The SEND Coordinator (SENDCo) will:

- Be a qualified teacher and attain the National Award in Special Educational Needs Coordination within three years of appointment;
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority (LA) and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date;
- Keep children, young people and parents/ carers at the heart of all planning and provision by liaising with the parents/carers of pupils with SEND;
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Be a key point of contact with external agencies, especially the Local Authority and support services;
- Liaise with the potential future providers of education to ensure that the pupil and their parents/ carers are informed about options and a smooth transition is planned;
- Provide professional guidance to colleagues and work closely with staff members, parents, carers
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family;

- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND;
- Ensure that the school keeps the records of all pupils with SEND up-to-date;
- In co-production within the child's parents/ carers, ensure that SEND provision is being made, where the child does not have an Education, Health and Care Plan;
- Ensure that records of all pupils with SEND are kept confidential and are stored securely;
- Attend Local Authority and Learning Community Network Meetings to ensure up-to-date knowledge of SEND reforms.

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Class Teachers will:

- Plan and review support for their pupils with SEND, on a graduated basis, in co-production with parents/ carers, the SENDCo and the pupil themselves with the recognition that the child/ young person must be at the heart of the process;
- Liaise with parents/carers and keep them updated on provision and support.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment;
- Use appropriate assessments to set SMART targets which ensure that assessment for learning supports aspirational targets and progression in learning;
- Liaise closely with support staff who may be delivering interventions for individual pupils;
- Ensure pupil information/ profiles informs all aspects of teaching, learning and assessment.

Funding

Dovecotes Primary School will allocate the appropriate amount of core per-pupil funding and national SEND budget outlined in the local offer for the SEND provision of its pupils. Personal budgets are identified within Education, Health and Care Plan assessments and are allocated from the Local Authority's high needs funding block.

SEND Information Report and Local Authority Local Offer

Dovecotes Primary School will work in partnership with the Local Authority and other stakeholders to cooperate in the development and review of the LA's Local Offer. The school's SEND Information Report is available on the school's website for parents/ carers and other stakeholders to view.

SEN and Disability Tribunal

Dovecotes Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

Transition and Preparing for Adulthood

Dovecotes Primary School will ensure that it meets its duty to prepare children and young people for transition and adulthood by:

- Helping pupils and parents/ carers understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions;
- Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.
- Supporting children and young people so that they are included in social groups and develop friendships;
- Supporting children and young people in engaging in activities with those who do not have SEND, and encouraging them to participate fully in the life of the school and in any wider community activity;
- Making families aware that the majority of children and young people with SEN or disabilities, with the right support, can find work, be supported in independent living, and participate in their community;
- Helping pupils and their families prepare for the change in legal status once a young person is over compulsory school age;

Data and Record Keeping

Dovecotes Primary School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviours and development of all pupils;
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND;
- Work through a provision management approach to ensure that appropriate provision is made for all pupils, including those with SEND, and record evidence of additional and different provision.

Confidentiality

Dovecotes Primary School will not disclose any Education, Health and Care Plan without the consent of the pupil's parents/ carers with the exception of disclosure:

- To the SEN and Disability Tribunal when parents/ carers appeal to the Secretary of State if a complaint is made under the Education Act 1996;
- On the order of any court for the purpose of any criminal proceedings;
- For the purposes of investigations of maladministration under the Local Government Act 1974;
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children;
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

Complaints

Where parents/carers have a concern or are not happy with the provision for their child, we ask that the initial complaint/concern to be directed to the class teacher who will ask the nature of the complaint and if possible, deal with it informally at this level. If this does not lead to a successful outcome, an appointment can then be made with the Head Teacher and the SENDCo to discuss the problem further. In the unlikely event of a solution still not being found, the SEND Governor will be informed and asked to attend a meeting. Help can also be requested from any external agencies involved and the Wolverhampton Information, Advice and Support Service. The full complaints policy is located on the school's website.

Monitoring arrangements

This policy and information report will be reviewed by the headteacher and SENDco every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.