

Dame Ellen Pinsent School

Special Educational Needs and Disability and Inclusion Policy



Where children are happy;

developing independence and confidence, so that they can be their very best

Next Review:	June 2025	D.Cater	Policy Type:	Statutory
Last Review:	June 2023	D.Cater	Adopted from:	
Date Ratified:			Governing Body:	Curriculum
Pages: 9			Review Period:	2 Years

- **Mission Statement**

Dame Ellen Pinsent: Where children develop independence and confidence and learn through curiosity, play and enquiring.

- **Statement of intent**

Dame Ellen Pinsent aims to ensure that all pupils are given the same chances to achieve, whatever their ability. Through a graduated response, and robust support, we ensure that appropriate activities are modified and reasonable adjustments are made so that every child has the opportunity to achieve.

As a maintained school, we follow our statutory duties under the 'Special educational needs and disability code of practice: 0 to 25 years' from the DfE, published in January 2015.

We must:

- Use our best endeavours to make sure that a child with SEND gets the support they require.
- Designate a SEND Coordinator (SENDCO).

- **Legal framework**

This policy has due regard to legislation, including, but not limited to, the following:

1. **Children and Families Act 2014**
2. **Health and Social Care Act 2012**
3. **Equality Act 2010**
4. **Equality Act 2010 (Disability) Regulations 2010**
5. **Education Act 1996**
6. **Education Act 2002**
7. **Mental Capacity Act 2005**
8. **Children Act 2004**
9. **Special Educational Needs and Disability (Amendment) Regulations 2015**
10. **Special Educational Needs and Disability (Detained Persons) Regulations 2015**
11. **Local Government Act 1974**
12. **Disabled Persons (Services, Consultation and Representation) Act 1986**

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

13. DfE 'Special educational needs and disability code of practice: 0 to 25 years' 2015
14. DfE 'Supporting pupils at school with medical conditions' 2015
15. DfE 'Keeping children safe in education' 2023
16. DfE 'Working together to safeguard children' 2018
17. DfE 'School admissions code' 2014
18. Equality and Human Rights Commission 'Reasonable adjustments for disabled pupils' 2015

- **Objectives**

Dame Ellen Pinsent plans to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

19. **To follow the graduated approach outlined in the SEND Code of Practice.**
20. **To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.**

21. Roles and Responsibilities

The Head Teacher will:

- Ensure that all staff are informed of their responsibilities and receive appropriate training and support to deliver the curriculum and to fulfil their roles.
22. Ensuring that teachers monitor and review pupils' progress during the academic year.
 23. Cooperating with the LA during annual EHC plan reviews.
 24. Ensuring that the SENDCO has sufficient time and resources to carry out their functions.
 25. Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
 26. Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.

The SENDCO will:

27. Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.

28. Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
 29. The day-to-day operation and implementation of the SEND policy.
 30. Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
 31. Being a key point of contact for external agencies, especially the LA and LA support services.
 32. Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
 33. Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
 34. Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
 35. Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
 36. Providing training to relevant class teachers.
 37. Liaise with Curriculum Leads when monitoring standards in order to develop IEP's.
 38. Keep up to date with developments in SEND and share with staff
- Co-ordinate and organise Education Health and Care Plan meetings

All staff are expected to:

- Actively and positively promote self-advocacy, respect and dignity for individual, self-help and self-worth
- Plan lessons carefully, varying activities and pace to meet the needs of all pupils.
- We will create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- Promote effective communication between home and school and other external agencies.
- Address the needs of all children with reference to Physical Activity, through P.E., inclusive football activities at Aston Villa, residential visits, use of coaching staff, theralympics and use of the outdoor space.
- This aims to ameliorate the lack of physical activity in some of their home lives and because they are brought to school by transport.
- First Aid trained staff will administer medication where required
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Being accountable for the progress and development of the pupils in their class.

All students will:

- Be encouraged to treat each other with respect and dignity and look after their environment
- Know what is expected of them, in terms of behaviour, in their own classroom, around the school and when they are on school visits.
- Be made aware of the consequences of unacceptable behaviour.

The Governing Body will:

39. Cooperating with the LA in drawing up and reviewing the Local Offer.
40. Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
41. Preparing the SEND information report and publishing it on the website.
42. Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.

43. Partnership with Parents.

Working with Parents is key to successful learning. Parents are kept informed of the events happening in school, as well as weekly class information via Class Dojo or if not appropriate the use of a home school book. Phone calls and informal meetings can also be arranged to discuss issues should they arise.

Parents are invited into school to discuss progress at twice yearly parents' evenings, as well as for an annual review of their child's EHCP. Class workshops run annually and there are needs based workshops that run at various times throughout the year.

44. Inclusion

Inclusion links set up for pupils from Dame Ellen Pinsent to their local mainstream is usually through parental request and is usually for social reasons but can also be for academic reasons. We try to meet parents' requests and the SENDCO will liaise with all involved.

On occasion if we feel it would be beneficial to the child and they are working at the relevant academic levels we may suggest to parents that their children have the opportunity for some inclusion in a mainstream setting.

We provide SEND support and advice to staff from mainstream schools as requested and through the SSOS (Special Schools Outreach Service). We offer opportunities for staff from other schools to observe practice and give advice on SEND strategies to support different needs. The SENDCo, SLT or the lead

SSOS teacher coordinates visits and supports mainstream colleagues with their concerns.

45. Procedures

All pupils will have an Annual Review meeting in order to discuss and review the child's Educational Health and Care Plan (EHCP) and progress towards targets. This meeting takes place within the school day and parents play a vital role in determining any amendments to the statement or EHCP.

Individual targets are set for every child in English, Maths and PSHE each academic year, these targets are monitored termly. The targets are set according to Dame Ellen's flight path, based on historic data of our pupils.

IEP's are written for those children who are making limited progress in identified areas following liaison with Maths and English subject managers. IEP's are updated termly or when the targets are achieved. If the child is making the required levels of progress the I.E.P does not need to be maintained.

Resources are purchased through a budget approved by the School Governors. Resources are purchased for classrooms, individual pupils or for central resources depending on the need. Resources stored in the Management Office and are usually different activities to those found in the classroom.

46. Reviewing the EHC plan

The school will:

47. Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
48. Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
49. Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
50. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
51. Cooperate with the LA during annual reviews.
52. Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.

53. Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
54. Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
55. Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
56. Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

57. Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

58. Collaborative: Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
59. Accessible: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
60. Comprehensive: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
61. Up-to-date: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

62. Promoting mental health and wellbeing

The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum. We promote positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Referrals to specialist services will be available where a pupil requires such services. Where appropriate, the school will support parents in the management and development of their child. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational support for the pupil.
- Therapeutic work with the pupil, delivered by mental health specialists.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

63. Links with other agencies

The school receives support from a wide range of other agencies, including Educational Psychologists, Speech Therapists, Physiotherapists, Occupational Therapists, Communication and Autism Team, Visiting Teachers of the Hearing Impaired and Visually Impaired.

Visits are arranged and the SENDCo, liaises with the professionals and class staff to ensure that programmes are and worked on. Any programmes or notes with advice given are kept in the pupils file. Physiotherapy programmes and Occupational Therapy programmes are carried out with classroom staff, following work with the professionals.

The Educational Psychology (EP) service offer advice, support and training to the school. A planning meeting with the SENDCO and EP is essential at the start of each new academic year. The EP for Dame Ellen Pinsent School is Lydia Hulusi. If there are any concerns regarding pupil placement then the EP service need to be involved. The SENDCO is usually responsible for co-ordinating any interim Annual Reviews following direction from the Head Teacher.

64. Transition

New pupils for the September intake usually have 2 half day visits to school and the transition process is personalised by the pathway that the child is joining. 1 of these is changeover day the other is co-ordinated by class teachers in the last half term, once the class lists are in place. We do request that a teaching assistant or familiar member of staff comes to support the child on the first visit. Each pupil receives a transition booklet with photographs of class staff and rooms around the school. New parents are also invited into school on the summer parents evening where they will get the chance to meet the class staff, see inside the classroom, find out class/ curriculum information and ask any questions they have.

Some settings may request additional transition and may contact the SENDCO earlier in the summer term, for some pupils this may be necessary and the SENDCO will liaise with the Head Teacher and Head of Department in these instances.

Transition from primary to secondary is co-ordinated by the Head of Upper School, with the support of the SENDCO to ensure that parents are given information about which secondary schools would best meet the needs of their child.

65. Data and record keeping

The school's records will:

66. Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
67. Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
68. Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the governing board, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years.

All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

69. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

70. To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
71. On the order of any court for any criminal proceedings.
72. For the purposes of investigations of maladministration under the Local Government Act 1974.
73. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
74. To Ofsted inspection teams as part of their inspections of schools and LAs.
75. To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
76. To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

1. Equality

Under the Equality Act 2010, Dame Ellen Pinsent will make reasonable adjustments for any child and his/her families.

No child will be discriminated against, harassed or victimised on entry into the school as a result of their individual needs.

Where needs are not able to be met through reasonable adjustment, the school will refer the child and his/her family to the LA for assistance in finding a more suitable school.

Detailed information about admissions can be found in the school's Admissions Policy.