



# Powerstock CE VA School

## SEND and Inclusion Policy

Summer 2022

The SENCo at Powerstock Primary School is Mrs Angela Oxenbury.

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## Compliance

Powerstock Primary School is an Inclusive school.

All of our school policies are interlinked and should be read and informed by all other policies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations
- Special Educational Needs Code of Practice (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions (December 2015)
- Teachers' Standards 2011
- Equality Act 2010: advice for Schools DFE May 2014
- Schools SEN Report Regulations
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013

This policy was created by the school's SENCo in collaboration the SEN Link Governor Mrs Elizabeth Rutherford.

## SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Powerstock CE VA Primary School.

The Senco is Mrs Angela Oxenbury.

## School Ethos

**'Step Out of the Ordinary and be the best that you can be.'**

We want our children to be inspired, be active, to maintain physical and emotional wellbeing and feel proud of what they can achieve.

## Our School Mission Statement

Our school pursues excellence in learning and teaching, encouraging every child to seek and achieve their potential within a balanced and engaging curriculum. We provide high quality care and support. We promote well-being with individual rights, responsibilities and Christian and British values at the centre of the school ethos.

## Aims and Objectives

Powerstock School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident, Independent individuals living fulfilling lives who make a successful transition into adulthood.

### Aims related to children with SEND

To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.

To identify at an early age, individuals who need extra help and support.

To enable each child to take part in and contribute fully to school life.

To develop individual's self-esteem.

To ensure progression and access within the curriculum, for all pupils.

To involve children in planning, addressing and monitoring their special educational needs and/or disability.

To develop high levels of engagement and participation with parents and carers.

To provide quality training for staff which includes strategies to help support children with special educational needs and disability.

### Objectives related to children with SEND

To identify and provide for children who have special educational needs and additional needs.

To work within the guidance provided in the SEND Code of Practice, 2015.

To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability

To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEN Inclusion Policy.

To provide support and advice to all staff who work with children with special educational needs.

## Our School Values

**Respect** – yourself, others and our environment

**Friendship** – encouraging, supporting, listening and making time for each other

**Compassion** – knowing when and how to help others and having the courage to care

**Generosity** – giving our time and loving others as ourselves

**Truthfulness** – making the right choices and having the courage to be honest

**Perseverance** – meeting personal challenges and running the “race of life”, having a go, trying again.

## Defining SEN

The 2014 Code of Practice states that:

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

At compulsory school age this means he or she

- has a significantly greater difficulty in learning than the majority of others 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.

*Taken from January 2015 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv*

The school reflects the Code of Practice stating (p.88 sect 637) that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalized teaching. This is known as ‘SEN Support’.

We are also alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

## Our Approach to identifying Special Educational Needs and providing SEND support

The SEND Code of Practice: 0 to 25 (*January 2015*) identifies SEND under four broad areas of need:-

- Communication and Interaction (Speech Language Communication Needs SLCN)
- Cognition and learning (Specific Learning Difficulties SpLD Moderate Learning Difficulties MLD)

- Social, emotional and mental health difficulties (SEMD)
- Sensory and/or physical needs (visual impairment VI hearing impairment HI physical difficulty PD)

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

These areas exemplify the range of need for which the school identifies and provides support from within the school's provision.

- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCo/Inclusion Manager and information is shared appropriately and frequently.
- Although the SENCo has overall responsibility for supporting the identification of pupils with SEND in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCo works closely with the school staff and Head-teacher to interrogate the school tracking data.



### How do we identify SEND needs?

At Powerstock Primary School we use a number of indicators to identify pupils' special educational needs. Such as:

- Observations
- Information from the individual child
- Close analysis of data including: EYFS data, termly, yearly and end of key stage Assessments, Reading and Spelling test data. Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's support services
- Any teacher or support staff concerns
- Following up parental/carers concerns
- Tracking individual pupil progress over time
- Liaising with feeder schools and pre-schools on transfer and at transfer meetings
- Information from previous schools. Information from other services
- Very close liaison at the outset with EYFS staff, the SENCo and parents

### What is not SEN but may impact on progress and attainment may include:

The staff team monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

- Disability
- Attendance and punctuality
- Health and welfare
- Children in receipt of Pupil Premium Grant or Pupil Premium Plus.
- English as an Additional Language (EAL)
- Pupil Premium entitlement
- Looked After Child status
- Service Child status
- Disability
- Behaviour related issues with no underlying SEMH
- Bereavement and a range of family issues.

## The Graduated Response

### 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 SEND they will be closely monitored and assessed 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 SENCo 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 require.
- f) If a pupil has recently been removed from the SEND 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 and their name is placed on the school's SEND register and parents are informed.
- 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.

## SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. 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. The support provided consists of a four – part 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.

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- adjustments, support and interventions to be put in place
- a date for review

All planning must be pupil centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEND
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENCO supports teachers in the effective implementation of provision.

**Review** - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process referred to as an educational, health care plan (EHCP)) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting in consultation with the parents, Senco and head-teacher.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer:

- [Dorset Local Offer](#)

## Education, Health and Care Plans (EHC Plan)

- a. If the local authority agrees to a Statutory assessment, it must assess the Education, Health and Care needs of a child. Advice and information on the child will then be requested from the parents, the child themselves, the School, an Educational Psychologist, Health and social care specialists and Specialist teachers. Based on the evidence gathered, the local authority decides whether an EHCP will be issued. Once an EHCP has been finalised, the local authority will ensure that the special educational provision is secured.
- b. Where a pupil has a Statutory EHCP the Local Authority and the School must review the EHCP plan at least once a year in an Annual Review meeting.
- c. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- d. 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.

## Annual Reviews of EHCP's

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. Annual reviews are carried out in accordance with the Code of Practise and are completed with a Pupil Centred Approach.

At Powerstock School, we use this time to bring together the parents and all the professionals involved with the child, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the EHCP. The child's view is considered prior and during the meeting.

A review meeting might recommend amendments to the statement if:

- a. Significant new evidence has emerged which is not recorded on the EHCP.
- b. Significant needs recorded on the statement are no longer present.
- c. The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- d. The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5 the Annual review is used as a means of declaring the Secondary phase provision required and may trigger the need for an enhanced transition.

During the annual review we record the views of all people involved in the child's health, care and education. The evidence received and commented on, together with an account of the review meeting, form the basis of the report.

## How we manage the needs of pupils who qualify for SEN support?

In many cases the pupil's needs are effectively met within school. The way this is done is outlined in the School's Local Offer which is published on the school's website.

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching, they are discussed with the SENDCo and a plan of action is agreed.
- Where a pupil continues to make less than expected progress despite evidence-based support matched with interventions (targeted support) addressing areas of need it may be necessary to involve specialists in the school or from outside agencies (Specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk.)
- A SEND Support Plan is drawn up and appropriate targets set. The plan is reviewed termly. It records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in small group) put in place to enable the child to achieve these targets. The responsibility for maintaining/updating SEND Support Plan is that of the SENDCo, however they are used daily by the class teacher, teaching assistant, or Specialist teaching assistant assigned to undertake the specified intervention. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENDCo who monitors overall progress after the intervention.
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed.
- Support Services that Powerstock Primary School can access for support include: -
  - Educational Psychologists (EP)
  - Special Educational Needs Support Service (SENSS)
  - Behavioural Support Service (BSS)
  - Outreach
  - Occupational Therapists (OT)
  - Speech and Language Therapists (SALT)
  - Family Partnership Zone
  - Child and Adolescent Mental Health Service (CAMHS).
  - School Counsellor
  - A qualified SEND teacher that can complete diagnostic assessments
  - Mosaic- Bereavement support
  - Alternative Provision providers such as Core Creative Education

- Accountability for the quality of provision is that of external agencies and is undertaken by the SENDCo who jointly agrees the funding of such provision with the Head-teacher. The SEND governor ensures that the school meets its responsibility for all children who have SEND.
- Hearing and/or vision checks may be sought to discount any unidentified problems.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child or young person and they have not made expected progress, the school or parents may consider requesting an Education, Health and Care needs Assessment. In applying for this the school presents evidence of the action taken as part of SEN Support (the Graduated response).

### Conducting SEN Review Meetings

SEN review meetings are held on a termly basis as part of our Parent Evening Consultations. Parents are invited to attend the meeting. At the review meeting the pupil's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the pupil's current levels of attainment relating to SEN Support Plan targets?
- What progress has the pupil made towards meeting the overall objectives set out in the SEN Support Plan
- What are the parents'/carers' views of the pupil's progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set?
- Have there been any significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's special educational needs and therefore do they need to move within the graduated stage?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- What are the pupil's current levels of attainment in literacy and numeracy?

A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENDCo monitors interventions to identify 'what works'. Where it is clearly evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap between the child and their peers, in line with age-appropriate expectations, the child will be removed from the SEND register.

## Supporting Pupils and Families

### Dorset's Local Offer

The purpose of the 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. It includes provision from Birth to 25, across education, health and social care. Dorset's Local Offer is available from the following website: [Local Offer](#)

### Admissions

Powerstock School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

In addition to this Powerstock School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs Powerstock School liaises with the local authority, the diocese, health services and with parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions.

### Examinations and access arrangements

Powerstock Primary School publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the Local Authority's Local Offer website; a link to this can be found on the school's website. This plan is monitored, reviewed and then reported upon annually by the Governing body in compliance with legal requirements.

We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of SEND focussed facilities in place including 'The Apple Room' which can be used for specific intervention work and for assistance during public examinations.

SEN pupils have access to concession time, a scribe, a reader and rest breaks, if required. The SENDCo, class teacher and Assessment Co-ordinator work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests.



## Supporting Pupils at School with Medical Conditions

At Powerstock School we will work within the statutory guidance 'Supporting Children at school with Medical conditions' *DfE April 2014*), which is available to view on our website. We will comply with the duties specified under the Equality Act 2010. Whilst Powerstock School is not adapted to meet severe medical needs, every effort is made to overcome constraints imposed by the type of building. We recognise that provisions relating to disability must be treated favourably and that Powerstock School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

When we are made aware of a medical need, this is passed on to the Class teacher and SENDCo by the Head teacher upon admission. A medical plan is then drawn up with the help and guidance of the school nurse where appropriate.

The school recognises that children with medical conditions should be properly supported so that they have full access to education. Reasonable adjustments are made so that they have access to the curriculum (including physical education) and extracurricular activities, such as school/class trips, performances and after-school clubs.

## Accessibility

New duties have been placed on schools since September 2002 in relation to pupils with disability. In order to cover new legislation Powerstock school continues to:

- Not discriminate against disabled pupils.
- Take responsibility for taking reasonable steps to include pupils with a disability.
- Make increased accessibility for disabled pupils in line with the LEA's strategic planning.
- Staff are aware of the distinction between the definition of a pupil with SEN and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.
- For further details, see Accessibility Plan, available on the school website.

## Transition

At Powerstock transition is strategically planned so that children experience the minimum of anxiety or upset. When children approach transition from classes and they are involved in a number of "transition days" when they spend time in their respective classrooms being taught by their "new" teachers. Similarly, when children are in Year 5 and 6 they take part in several taster days at local secondary schools and experience a typical day there.

Children with SEN, if it is thought appropriate, can receive additional support during these transitions 'enhanced transition'. For example, Year 6 pupils have been accompanied by school staff on additional taster days when arranged as appropriate. Children who may find transition more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers to look at over the school holidays.

## **Monitoring and Evaluation of SEN**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through School Council, pupil surveys, Parents' Meetings and Parents' Evenings and Questionnaires.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

At Powerstock School, we have many different ways of gathering information to evaluate the success of our SEN provision. We have a provision management approach, involving the mapping of SEN provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve.

The information gained from provision management is used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

The impact of the interventions that the school runs to support our SEND children are evaluated by looking at the progress that the SEND children have made at Pupil Progress Review meetings. Evidence of progress and attainment can be taken from a variety of sources, such as observations, work scrutiny, assessed work and testing. Improvements on previous rates of learning and a narrowing gap between the child with SEND and all pupils will be evaluated, as well as the child achieving agreed targets and their wider development.

Parents and the child themselves will be meaningfully engaged in the review of the SEND provision and its impact. The evaluation will inform the ongoing analysis of the pupil's needs and any necessary changes to the support in the next cycle of 'Plan Do Review.'

We conduct an Annual evaluation of the effectiveness of our school SEN provision and policy. The evaluation is carried out by the Headteacher, SENDCo and SEN governor and information is gathered from different sources such as teacher and staff progress meetings, pupil questionnaires, Parent's evenings, feedback and structured conversations. This will be collated and published by the SENDco for the Governing body on an Annual basis in accordance with section 69 of the Children and Families Act 2014.

## **Training and Resources**

Training needs are identified through a process of analysis of need of both staff and children as and when required.

Funds from the Notional SEN Budget and Pupil Premium are used to support SEN by:

- Purchasing resources
- Training teaching staff
- Paying salaries of support staff

Our school operates the following training programmes:

- Individual training in response to need.

- Whole staff training and INSET.
- Collaboration training
- Accessing training through different agencies
- Termly SENDCo (local and regional) Meetings
- Lunchtime Supervisors receive training in response to children who they help support at lunchtime.
- The SENDCo will provide information on specific needs to new staff.
- Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.
- The Governors will attend Local Authority Training sessions offered around their responsibility relating to supporting children at school with medical conditions

The SENCo attends relevant SEND courses, SEND meetings and facilitates and signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo and Head-teacher, ensures that training opportunities are matched to school development priorities.

Teachers are expected to keep abreast their knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties

## Roles and Responsibilities

### The Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2014. The Governing Body will, in co-operation with the Head teacher, determine the school's general policy and approach to provision for children with SEN and establish the appropriate staffing and funding arrangements. It will also maintain a general overview of the school's work. The named SEND Link governor for SEN is Elizabeth Rutherford. She meets with the SENCO termly to discuss actions taken by the school.

### The SENDCo will:

- take a strategic role in developing, monitoring and reviewing the SEND Policy
- oversee the identification of children needing intervention
- work with and advise colleagues
- use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for all the children identified with SEND
- co-ordinate the teaching provided for children with SEND
- oversee the records on all children with SEND
- work in partnership with parents of SEND children
- involve the child with SEN in the target setting and review process;

- support the in-service training of all staff
- work with external agencies;
- liaise with local pre-schools, Primary and Secondary schools to enable smooth transition for children with SEND
- liaise with the governor responsible for SEND
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

### Class Teacher

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The planning for and delivery of the SEND Support Plans, is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point.

### Children

Pupil participation is the goal for all children, and they will become progressively more involved in setting and evaluating targets within the SEN process. Children's views will be sought and recorded as part of the review meeting.

### Parents

All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. SEN Support Plans will be shared termly with parents and their views on progress will be recorded at review meetings.

### Storing and Managing Information

The following records are kept:

- Special Educational Needs Register– The SENDCo uses this to have an overall picture of the children and their progress.
- SEND Support Plans – These are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved. Parents have copies of these. These are reviewed each term and shared with parents.
- Education and Health Care Plans – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents. If the review recommends any changes to the plan, Dorset Council will issue school and parents with the documents.
- Outside Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating SEN Support Plans.

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. The school's policy on Data protection is available to view on the school website.

All relevant documents are kept until the pupil leaves the school, e.g. at transition to secondary school or to a new primary school.

### Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If parents have queries or complaints about provision for children with Special Educational Needs, they should discuss their concerns with the class teacher. If they continue to have concerns, they should meet with the SEND Co-ordinator.

### Bullying

At Powerstock Primary school we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn and progress to their full potential, in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. If bullying does occur, we would want all pupils to feel confident to seek support from an adult and know that incidents will be dealt with promptly and effectively. We would expect that anyone who knows that bullying is happening will feel safe and confident to tell an adult. The Anti-Bullying policy is available on the school website.

### Where can parents find more information?

- [Powerstock School SEN information](#)
- [Dorset council Local Offer](#)
- [Dorset parent and carer council](#)
- [Autism Wessex](#)
- [SENDIAS](#)

## Appendices

- Appendix A: Classroom Organisation and Planning for Special Needs

### **Reviewing the Policy**

This document is subject to an annual review through the Curriculum Committee of the Full Governing Body as part of the cycle of self-evaluation. They will consider the best options for involving our parents/carers and our pupils in the review process.

Review Date –Summer 2023

All information can be provided in hard copy and in other formats upon request.

## Powerstock Primary School Appendix A:

### **Classroom Organisation and Planning for Special Needs**

This section is concerned with organising classrooms and teaching to prevent and/or overcome learning difficulties or other problems connected with learning.

Factors to Consider

#### **Classroom layout –**

- Easy access to materials without congestion
- Defined routes for movement
- Defined working areas
- Easy access to teacher
- Appropriate and clearly labelled furniture and storage
- Established systems known by children for storage/retrieval of resources
- Clear view of, and for, the children

#### **Effective grouping –**

Grouping can be helpful as a way of individualising the curriculum and in managing a variety of levels of learning (differentiation) but it can be counter-productive if pupils feel labelled or left out of activities. Here are some positive reasons for grouping:

- Simultaneous teaching
- Practising a new skill
- Providing good models
- Co-operative learning
- Contributing to a group task
- Social skill development
- Shared preferred learning style

Flexible grouping is the key to organising for effective learning and the reason for the grouping should relate to the task/target you have chosen. Remember that group work is not always a co-operative endeavour – it may be that children are sitting in a group because they are on the same task but that task may well be an individual one. Be clear about your aims and objectives of group work in your planning.

- **Place and position –**

Some children have problems, which have implications for where they sit in the classroom:

- Handedness – don't sit a left-hander to the right of a right-hander – they'll jostle!
- Hearing – make sure the child can hear instructions clearly and is sitting in a quieter part of the room. Can the child hear with one ear better than the other? Is she/he placed to maximize this fact? Can the child see your face clearly?

- Vision – a child with a vision problem needs to have a clear view of work sheets, the board, visual aid etc. Try to ensure that lighting is adequate, and that glare and reflections are minimal.
- Distraction – some children are more easily distracted than others. Sometimes isolation can help but make sure this is for particular tasks and the reason for the temporary isolation is made clear to the child. Try sitting the child with a calm, settled group as a help.

#### **D. Materials**

Make sure these are:

- Suitable to age/ability/needs
- Real, relevant and realistic
- Stimulating and motivating
- Give early chance of success
- Clearly written/easily understood
- Suitable length
- Offering varied approaches – games, puzzles etc
- Easily accessible
- Well organised and ordered
- Cross-curricular when possible
- Informative of daily routines, eg visual timetables

#### **E. Teaching Methods**

- Plan the structure of the day in order to give individual and group help as appropriate.
- Match child and task very carefully.
- Have additional extension material available for fast workers.
- Build success into task to give confidence and reduce any risk of failure.
- Introduce new skills in small stages.
- Proceed in steps from the 'known'.
- Use practical demonstration where possible.
- Ensure generalisation of skill to other tasks where appropriate.
- Make sure attention has been gained before trying to teach a new skill.
- Keep careful records to ensure continuity and progression.
- Set realistic time targets for completing work.
- Praise and reward often – make rewards relevant to the child.
- Provide feedback immediately and in a positive way.
- Evaluate and review the work set and the achievement made.
- Accommodate different learning styles.

#### **F. Ethos**

The learning environment should be:



- Encouraging and friendly.
- Purposeful and positive.
- Fair and consistent.
- Self-motivating and confidence boosting.
- Relaxed and non-stressful.
- Secure and stable.

Make sure that:

- Rules and routines are clearly explained and displayed.
- There is consistent use of praise and rewards to reinforce good behaviour – focus on the positive.
- The teacher labels behaviour not the child.
- Wherever possible, problems are anticipated and dealt with discreetly.
- Children's work is seen to be valued.
- Children's feelings are respected.
- Children are encouraged to be self-reliant.
- The teacher sets a good role model – a positive approach.
- There is time to listen to children.
- The success of children is shared.
- There is open and positive communication amongst staff.
- Parents are involved appropriately.
- Children are encouraged to be enthusiastic in their learning, building confidence in a supportive atmosphere.

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## G. Additional help and support

What help is available and how can it be used?

- Support in planning and evaluating lesson content.
- Support in planning a learning programme.
- Support in delivering a planned programme.
- Support by withdrawal for specific teaching input.
- Support in assessing and identifying need.
- Support from colleagues working collaboratively.

Who might help?

- the SENCO
- literacy co-ordinator
- TAs
- Parents

- other pupils
- external agencies

### Safety

The utmost safety of all children must always be considered. If it is necessary to withdraw a child from a lesson at any time, they must be constantly supervised by an adult.