

Dial Park Policy for Special Educational Needs (2024)

DIAL PARK PRIMARY SCHOOL: Policy reviewed October 2024

- ” Persons Responsible: Tina Honeychurch (SENCo) and Annette Hardy HLTA, Inclusion and Attendance Mentor.
- ” SEN governor: Charles Chiltern
- ” Contact: tina.honeychurch@dialpark.stockport.sch.uk and annette.hardy@dialpark.stockport.sch.uk Tel: 0161 483 1445
- ” Tina Honeychurch has achieved the National Award for SEN Co-Ordination
- ” Tina Honeychurch is a member of the SLT (Senior Leadership Team)
- ” Policy to be reviewed October 2025

INTRODUCTION

Our school policy is written in accordance with the Education Act 1996 and the SEN and Disability Act 2001. It is based on the guidance and regulations referred to in the SEN Code of Practice 0-25 (2015) and in line with guidance from Stockport LA.

OUR BELIEFS AND VALUES

At Dial Park School we believe that every teacher is a teacher of every child, including those with SEN. We have high expectations and believe that every child should be able to reach their full potential.

We believe that the inclusion of all children in learning, and participation in curriculum activities, wider school culture and school community is imperative. All children are treated fairly and have equal access to the educational provision of the school regardless of physical disability, cultural background, learning difficulty, challenging behaviours, social class, race or gender. Within the school ethos we recognise diversity and encourage children to be aware of, and positively value, the differences between people as well as the similarities, and to be sensitive to each other's needs.

Dial Park values are linked to our school name –

Discovery
Initiative
Awareness
Listening

Positivity
Acceptance
Relationships
Kindness

This policy links closely with other key policies and practices, including safeguarding, behaviour, use of pupil premium money and the delivery of interventions.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The statutory definition is:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.

· has a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

Special education provision means:

· for a child over two, educational provision which is additional to or otherwise different from the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area. (1993 Education Act, section 156)

The Principles underpinning the Code of Practice, 2015.

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

There are four areas of need as stated in the Code of Practice 2015. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

All staff need to consider what is not SEN but may impact on progress and attainment, e.g:

- Disability (the COP outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN.)
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the pupil premium
- Being a Cared for child.
- Being a child of a serviceman/woman
- Staff should remember that identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child's behaviour should be described as a response to an underlying need which we, as a provider, have a duty to recognise and identify clearly.

THE GRADUATED APPROACH

The school follows the graduated approach outlined in the Code of Practice 2015.

We recognise that nothing can replace quality first teaching and that all teachers are responsible for the progress of all children.

Progress is monitored carefully by class teachers and managers. Achievements and difficulties are formally recorded and discussed in pupil progress meetings, which are held termly (October, February and May) with the SENCo and class teacher. Class teachers need to arrive at these meetings with class data, the Pupil Progress file and SEN register. It is the class teacher's responsibility to ensure that the intervention file is regularly updated with entry and exit data; the intervention co-ordinator collects and collates all this data for monitoring purposes.

Where insufficient progress has been made, actions and/or interventions are agreed to further personalise the provision for that child. Class teachers should ensure that parents and children are fully involved in this process.

INTERVENTIONS

Dial Park ensures timely access to proven interventions in order to raise standards for the lowest achieving children and those needing a specific intervention at a given time. These include:

Reading Recovery / Phonics Counts / SERI / BRP / Motor Skills United / Nurture groups / Inference Skills/ Maths and Literacy booster classes / 1:1 specialist dyslexia programme - Toe by Toe / Speech and Language groups and 1 to 1 work / Wellcomm / Language Link / Speechlink/ Leicester Inference / Dyslexia lessons / Reading Eggs / TELL phonics / Attention Autism / Power of 1, Plus 2, Times tables and Time individual Maths programmes / 1 to 1 Emotional wellbeing sessions / ELSA.

If a child continues to make inadequate progress, despite quality first teaching and additional provision/intervention, the team will have a discussion about appropriate next steps and whether (in agreement with parent/carers) to place the child on to the SEN register.

MANAGING CHILDRENS NEEDS ON THE SEN REGISTER

We identify and assess children needing 'SEN support' in the school as early as is possible, and ensure that appropriate educational provision is made for them quickly.

In selecting the most suitable course of action to take, the school looks at the child's successes and strengths as well as their difficulties and weaknesses to develop a 'personalised plan'. Class teachers retain overall responsibility for updating this plan and monitoring progress both within the classroom and intervention programmes.

All children receiving 'SEN support', work towards agreed targets and expected outcomes for the child. These form the main focus at each review. Planning and monitoring of these targets and outcomes will provide the evidence to agree next steps, including if a child should be removed from the SEN register. Parents/carers will be kept fully informed of any changes. We aim to work in full partnership with parents and carers, accept and value their contributions and involve them fully in decisions made about their children's education. It is a legal requirement that the teacher discusses the SEN Teaching and Learning Plan, with the parents, at least 3 times per year. This could take the form of a meeting, parents' evening, home visit or a telephone conversation. These conversations are recorded on a form kept in the Pupil Progress file. The views of the child will be sought and taken into account and targets will be set and discussed with them.

We will liaise with outside agencies for specialist advice where appropriate. In liaison with the SENCo, class teachers are responsible for completing the relevant documentation for referral to such agencies.

We believe that children with SEN should be taught within the normal class structure and remain the responsibility of the class teacher. This means with children of their own age, so far as that is reasonable, practical and compatible with the child receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. Children may be withdrawn for special help for short periods e.g. Reading Recovery, Leicester Inference, Phonics Counts, physiotherapy exercises (Occupational Therapy), Speech and Language programmes etc.

Where a child receives SEN support and does not achieve better outcomes, the SENCO, in liaison with the parents/carers may decide to apply for a statutory assessment. If the local authority agrees to carry out an assessment, it will then decide whether to issue an education, health and care plan (EHCP).

TRAINING AND RESOURCES

The money received from the core budget and SEN notional budget is used to:

- provide teaching materials specifically for children with SEN
- provide training for those working with children with SEN
-

provide extra staff to run interventions and support children with SEN

- support non-contact time for SENCO to carry out her role
- provide additional visits from outside services

In addition to the core budget, children who are eligible for free school meals in the last 6 years, children in care and children whose parents are in the armed forces receive 'pupil premium' money which was introduced to raise the attainment of disadvantaged children. At Dial Park, we use some of this money to employ extra intervention staff to raise standards and support children with SEN.

Training

- New staff are sent on training for interventions as and when appropriate.
- In house training for staff and volunteers in (Boosting Reading Potential) BRP
- CPD for staff on Reading Recovery and various intervention programmes
- Staff are encouraged to identify gaps in their knowledge and liaise with the SENCO regarding further CPD opportunities. Teachers are given additional time for CPD during Forest School sessions.
- The SENCO attends termly SENCO network meetings to keep updated with developments.
- Whole school SEN training, in line with the school development plan and priorities

ROLES AND RESPONSIBILITIES

It is the responsibility of the whole school to make provision for pupils with special educational needs.

Class Teacher

- Quality First Teaching in line with Teacher Standards.
- Assessment and monitoring of progress of all children.
- Managing interventions for children in their class and ensuring follow up takes place.
- Liaising with SENCO and intervention co-ordinator to seek advice wherever necessary.
- At the start of a new academic year, reading the class SEN file, liaising with the previous class teacher and SENCO to familiarise themselves with the provision needed for any children receiving 'SEN support' in their class. Ensuring that this provision is in place as soon as the child transitions to their new class.
- Writing and evaluating SEN support plans for pupils receiving 'SEN support' each term with parental/carer/involvement.
- Regular liaison with Teaching Assistants and HLTAs.
- Ensuring that specific programmes set by other services e.g. speech and language service, are implemented in class
- Give input alongside the SENCo and parents when completing referrals to outside agencies and when making referrals for an EHCP.

Each class teacher has a Pupil Progress file which contains individual intervention records and personalised plans. The relevant individual childrens' information is passed on to the next class teacher at the end of the year. A record of all SEN children in class is included at the front of each file. Additional information for the SEN children in the class, such as the current personalised plan and outside agency individual programs are kept in the file and should be added to on a regular basis.

SENCO

The key responsibilities of the SENCO include:

- Overseeing the day-to-day management of the provision for children with SEN.
- Liaising with teachers about placing of SEN children on to register in line with the Code of Practice.
- Keeping a record of all SEN children in the school.

Provide class teachers with the relevant current register of children with Special Educational Needs in their classes.

- Co-ordinating provision for children with special educational needs.
- Advising colleagues.
- Overseeing the records of all children with special educational needs.
- Liaison with parents/carers of children with special educational needs.
- Liaison with external agencies including the Educational Psychology Service, Inclusion Service, CAMHS (Child and Adolescent Mental Health Services), Paediatrics, Sensory Support Service, Ethnic Diversity Service including making arrangements for assessments of children by outside professionals.
- Arranging reviews to assess the progress and needs of SEN children.
- Co-ordinating pupil progress meetings to liaise with class teachers, assess provision and discuss future provision.
- Monitoring the outcomes of personalised plans within the whole school.
- Attending relevant courses and keeping staff and governors updated of SEN changes.
- Revising the SEN policy in the light of national developments.
- Reporting annually to governors on the school's policy and provision for pupils with SEN.
- Ensuring that information about SEN is available to parents on the school website, via the school offer and informing parents by flyer and/or class dojo about specialist meetings, events etc. aimed at children with Autism and/or ADHD.
- Attending TAC (Team around the Child), Child Protection conferences for families with children who have a special educational need.

The SEN Governor

- Liaison with SENCO, monitoring and evaluating SEN practice in school and reporting back to the Governing Body.
- Having regard to the Code of Practice 0-25 and related guidance.

Higher Level Teaching Assistants and Teaching Assistants

- Assisting in the support and inclusion of children with SEN.
- Delivering and monitoring interventions and follow up, under the guidance of the class teacher.
- Working with named children following a structured learning programme set up by outside agencies.
- Liaising with the class teacher, other teaching assistants and outside agencies such as speech and language therapists.
- Updating intervention files with data.
- Making resources to support children eg. visual timetables, now and next boards.

Headteacher

- Designated teacher for child protection.
- Liaison with, and updating of, the Governing Body.
- Liaison with the SENCO and outside agencies.

Specialist PROVISION FOR CHILDREN WITH SEN

Dial Park use a variety of specialist LA services to provide additional advice and support for children with SEN. More information can be gained from the LA's local offer.

COMMUNICATION WITH PARENTS/CARERS

The staff at Dial Park School aim to work together with parents/carers to support children with SEN. Parents of children with SEN are invited into school to discuss and agree the targets set out in their child's personalised Support plans or target sheets.

These meetings occur termly and are an opportunity for coproduction between parents, Class teacher and parents. Children with an Education and Health Care Plan will have an Annual Review where all parties involved will meet to discuss and update the existing EHCP for the future year. In addition to formal meetings parents are encouraged to come into school at any time to raise any concerns they may have with the class teacher, SENCO or Headteacher. Stockport has a Parent Partnership service that is specifically aimed at providing support and information for parents of children with SEN and to ensure that their views are understood and respected by all those involved in decision making. Dial Park also has a School Age Plus worker who works with families needing support. Contact details are available for all parents of children with SEN.

As the SENCo is full time, out of class based, she is available to speak with parents and carers in person, on the phone, over Dojo or on the door in the morning. She is also available to show new children and parents around school and answer any queries they may have about SEN issues with their child.

THE INVOLVEMENT OF PUPILS (Pupil Voice)

We encourage the children to play an active role in their education by providing a warm and welcoming, positive and supportive atmosphere. (See Teaching and Learning Policy)

We aim to involve children with SEN in reviewing their progress and setting their own targets and agreeing and implementing strategies. Involvement will be appropriate to the child's age and needs and ability, but where possible their views and feelings will be sought and recorded on their personalised plan and a one page profile and these will contribute towards reviews.

TRANSITION ARRANGEMENTS AND SEN

Additional needs are discussed as part of the initial meeting with parents before they start at school. Class teachers assess children when they are admitted to Dial Park School and educational records are requested from the former school/nursery. Any SEN identified via the records or teacher assessments are discussed with the parents/carers. Relevant provision is put into place as soon as possible. When SEN children change school, all information is passed to the receiving school. This information will include:

- National Curriculum or Early Years Foundation Stage records.
- School reports.
- SEN support plans.
- Intervention records.
- Details of review meetings.
- Reports compiled by other professionals.
- Notes of Concern.
- Any other relevant information.

The year 6 teacher and the SENCO liaise with key stage 3 staff and their SENCo, in preparation for children's transition to Year 7. Extra transition visits can be arranged for some children who may find the transition process more difficult.

Policy agreed by staff and Governing Body _____

To be reviewed: October 2025