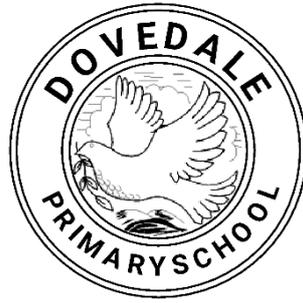


Dovedale Primary School



Special Educational Needs and Disabilities Policy

**Agreed October 2022
Review October 2024**

Name and contact details for the Inclusion Team.

Mrs I Rogers (nee Edain) is our Assistant Headteacher for Inclusion.

Our SENDCo is Mrs C Milton.

Mrs Rogers and Mrs Milton are supported by an Inclusion team which includes Mrs C Callister, HLTA, and two TA3s Mrs J Boyce and Mrs D Beeley.

Mrs Rogers and Mrs Milton can be contacted via email at SEND@dovedaleprimary.co.uk Mrs Lindsay Arends is our school SEN administrative assistant. She works on Monday and Tuesdays. Appointments for Mrs Rogers or Mrs Milton can be made via Mrs Arends.

Mrs Rogers and Mrs Milton will be contactable during school hours and the team will endeavour to respond within 48 hours of contact being received by the school, please **expect any responses to be made during working hours and in term time.**

Please note that enquiries received on a Friday will be dealt with the following week as Mrs Rogers does not work Fridays.

We also work in close partnership with the Pastoral Support team, which is led by Mrs Michelle Fox. We have two pastoral support assistants, Mrs Keogh and Mrs Murphy

The School Governing Board also has a governor with responsibility for SEND - Mrs Kacey Jones.

Section 2: Aim

Dovedale Primary School's approach to SEN and Disability is to create an Inclusive environment that recognises the needs of all children with SEN and Disability and to provide a broad and fulfilling educational experience which prepares each individual for adulthood

At Dovedale Primary school we will fulfil our aim through the following objectives;

- 1.To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
2. To operate a 'whole pupil, whole school ' approach to management and provision of support for special educational needs
- 3.To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- 4.To reflect the Special Education Needs and Disability Code of Practice: (January 2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child, including those with special educational needs or disabilities
5. To provide support and advice for all staff working with pupils with special educational needs

Section 3: How Pupils with Special Education Needs are identified within Dovedale Primary School

At Dovedale Primary school we recognise the definition of SEN as stated in the SEND Code of practice 0-25years:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

The four broad areas identified within the SEND Code of Practice 0-25 years are:

- **Communication and Interaction** (including ASD, Speech and Language difficulties)
- **Cognition and Learning**(including specific learning difficulties such as Dyslexia, Dyscalculia, Moderate learning difficulties, Severe learning difficulties, Global Developmental Delay)
- **Social, Emotional and Mental Health Difficulties**(including ADHD, Tourette’s Syndrome, Phobias, Anxiety, Eating Disorders)
- **Sensory and/or Physical needs**(including hearing impairment, visual impairment, physical disabilities, Dyspraxia, sensory processing difficulties)

The purpose of identification is to work out what action the school needs to take. Dovedale Primary School takes into consideration the needs of the whole child which will include not just the special educational needs of the child or young person.

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The Inclusion Manager works closely with the school assessment coordinator to promote effective identification. Any children presenting with behavioural difficulties will also be discussed at Senior Leadership meetings to ensure that there are no underlying SEN/additional needs and where appropriate outside agencies may be consulted for advice and/or children observed by the Inclusion Manager.

At Dovedale Primary School we also use several indicators to identify pupils’ special educational needs. Such as:

- Close analysis of data including: termly and yearly assessments, reading ages, spelling ages and annual pupil assessments
- Any teacher or support staff concerns raised via a Concerns form system
- Following up parental concerns
- Tracking individual pupil progress over time
- Impact of targeted support is reviewed, where progress continues to be less than expected, the class teacher, working closely with the SENCo, should assess holistically what factors may be influencing the child’s lack of progress
- Liaison with previous schools on transfer
- Information from previous schools and other services

Please see Appendix 1 Flow Chart of Initial Concern System within School (NEW)

What is not SEN but may impact on progress and attainment may include the risk factors;

- Disability
- Poverty
- Summer born or premature
- Attendance and punctuality
- Health and welfare
- Pupil Premium children
- LAC (Looked After Child)
- Children who are young carers
- Low self esteem

-Cultural Barriers

- EAL (English as an Additional Language)

Please see attached Appendix 2 from Liverpool's SEND Graduated Approach Handbook

The SENCo and Inclusion team work closely with the Pastoral Support Team to put support in place to mitigate these factors

Section 4: The Graduated Approach

Dovedale Primary School teaches pupils with special educational needs with regard to the SEND Code of Practice: 0-25 Years through: Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from learning support assistants or specialist staff

- High quality teaching, adapted for individual pupils and an inclusive classroom environment is the first step in responding to pupils who have or may have SEN
- Taking action to remove barriers to learning and putting effective special educational provision in place.
- The SEN support takes the form of a four part cycle **Assess, Plan, Do and Review (APDR)**. This is known as the graduated approach. This process helps to develop a growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes. We will APDR at each stage of the graduated response, in collaboration with the pupil and parents.

Please see SEND Graduated Approach Windscreen in Appendix 3

How Dovedale Primary School adapts the curriculum and the learning environment for pupils with special educational needs

- In line with this there is a fully developed accessibility plan which is in writing and also available on the school's website.
- Dovedale Primary School is proactive in removing barriers to learning. All staff engage in regular training to develop their skills in supporting children.
- Dovedale Primary School increases and promotes access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Dovedale Primary School has improved access to the physical environment of the school including improvements to the physical environment of the school and physical aids to access education. This includes access to such aids as sloping boards and specialist implements to aid writing and the use of ear defenders as appropriate. Children with ADHD/other SEMH difficulties will be given opportunities for movement breaks.
- Dovedale Primary School strives to improve the delivery of information to children with SEND and their families.

How Dovedale Primary School assesses and reviews the progress of children with special educational needs

ASSESS:-When making an assessment of a child the school will carry out an analysis of their needs which draws on the teacher's assessments, experiences of the child, their previous progress and attainment. The child's views are sought as are those of parents

and carers. The school liaises fully with outside agencies who may also conduct specialist assessments.

PLAN: - We formally notify parents if their child is being provided with SEN support. The teacher and Inclusion Manager inform and discuss concerns and any adjustments, interventions and support to be put in place with both the parents/carers and the pupil. They will also consider the expected impact on progress, development or behaviour. These are the outcomes. The child will be involved as fully as possible.

DO: - The SENDCo supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for the child. The teacher will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how this can be linked to classroom teaching. Class teachers will receive copies of provision maps for any interventions that are put in place. A SEN Support Plan(SSP) will be completed for the child detailing their barriers to learning, adaptations that are needed within the class environment, learning style, strengths and interests. This will be completed with the child and parents will receive a copy via parents' evenings.

REVIEW: - Reviews are carried out, usually on a termly basis. This may be completed with parents and the child's class teacher at parents' evening appointments or at a separate meeting, where appropriate. When we review we consider the impact and quality of the support and take into account the views of the parents/carers and the child. The teacher working with the Inclusion Manager will change the support in the light of the child's progress and development. Any changes to support and outcomes will be made in consultation with the parent/carer and pupil. We encourage them to be fully involved in planning next steps. In transition to another setting information to be passed on will be shared with parents/carers and the child. This may involve others being present at review meetings and the Inclusion Managers attending meetings offsite to support the transition process. At any time Parents/carers may contact Mrs Arends to arrange an appointment with the most appropriate member of the Inclusion Team to give feedback. SEN support plans will again be updated if necessary.

How Dovedale Primary School manages the needs of pupils who qualify for SEN support

- Reasonable adjustments are made for learners with SEND which may include amending the curriculum, adjusting the provision of written information, use of visual supports
- All classroom environments adhere to a Dyslexia Friendly approach and have visual timetables and quiet spaces
- Assessments are administered and consultations held to ensure that other risk factors and not necessarily are not causing lack of progress- see Appendix 2. Pastoral Support may be required
- In collaboration with the class teacher, where appropriate, interventions are put into place, in addition to classroom support. These may be delivered by a member of the inclusion team, using research- based intervention programmes, for a specified duration and frequency. The progress of these is reviewed and a child may be removed from the intervention if it is not effective or if they make good progress.
- Any provisions and specific targets are added to the child's SEND Support plan, which is shared with parents/carers at parent's evenings.
- If we feel that a child may have a specific learning difficulty or neurodevelopmental condition, parents/carers will be contacted and asked to give their consent for a referral to an outside agency.

- If school and parents feel that the child may have a neurodevelopmental condition, we will initially signpost parents to appropriate support agencies such as the ASD Training team, Isabella Trust or Advanced Solutions and recommend that parent courses are attended, before any referrals are made, as is advised by Alder Hey Neurodevelopmental Pathways.
- Support Services used at Dovedale Primary School include, for example, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Purple Circle Autism outreach and SENISS (Special Educational Needs Inclusion Support Service). These services must be commissioned by the school using its own budget.
- Some children may have multi-agency involvement. The school or another professional agency may consider that an EHAT (Early Help Assessment Tool) is appropriate. The school Pastoral Support team lead and manage the EHATs.
- On transition to a different setting all information will be shared and passed on to the new SENDCo

Explain the process for engaging additional support/engaging specialist services. Who monitors this? When and how are parents/families/children and young people involved?

- We administer some specialist assessments within school. Where a child has received additional support and is still not making expected progress, we may, in discussion with the class teacher and parents, make a referral to specialist agencies for further assessment e.g. ASD pathway, EP assessment, Speech and language. Parents are always involved in this decision. This is overseen and monitored by Mrs Rogers and Mrs Milton.
- On occasions, despite the school having taken relevant action to identify, assess and meet the need of a child, the child may not have made expected progress then school or parents/carers may consider requesting a statutory assessment of a child's special educational needs for a possible Education, Health Care Plan.
- We ensure SEN children can access exams and other assessments. The Inclusion Manager liaises with the assessment coordinator and Assistant Head teacher to ensure that Access arrangements are put in place for school tests and SATs. By April these are completed by Mrs Rogers and Miss King (Y6 Year Group Leader). Parents will be informed of the decision made. Pupils will be aware of the arrangements in place to support them and will be familiar with any additional adults that may be involved e.g., use of Readers, Scribes
- All children with an EHCP will be invited to attend part or all their Annual Review and to contribute their views in a manner which is appropriate for the child's level of need and communication style
- All children will be informed by their class teacher or a member of the Inclusion team when they are going to be observed/assessed by an outside specialist. We explain what is being looked at in a way that is most appropriate for the child's personality and level of development. This takes place in The Hub or The Meeting Room, child friendly spaces. When appropriate the child will also be invited to the feedback and

consultation session. Reports are shared with the children when appropriate.

- If a child requires a higher level of specialist support schools can apply to the Local Authority for additional funding to provide this, where appropriate. The school in partnership with parents will make this application. All the relevant paperwork is then submitted to a High Needs Support team moderation panel within the Local Authority, who will then decide if additional 'top up' funding is required or not. Any allocated funding is time limited and needs to be re-applied for at set times through the academic year.
- Changes were made to the High Needs Funding allocation process from September 2021. Any child with a new EHCP will now be banded by the LA using the EHCP-Graduated Approach and funding may be allocated per Band. Schools are informed of funding and payments made each term. There is no appeal process for this system.

How Dovedale Primary School works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information

- At Dovedale Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We value the essential information on the impact of SEN support outside school which parents/carers can provide and welcome the knowledge of their child and any changes in needs.
- Parents will be invited to meet outside agencies for feedback from specialists assessments e.g. speech and language therapy, Educational Psychologist. Reports will always be copied to parents/carers.
- Parents will be informed of the member of staff delivering the intervention and at any time may request feedback re the child's progress via the Inclusion team clerical officers
- There are other systems to encourage communication such as questionnaires and parent workshops etc.
- Parents of children identified with SEND will receive an individual SEN Support Plan on a termly basis. Targets are shared with parents at parent's evenings or may be emailed home. Parents are encouraged to contribute their views. **See Appendix 4.**
- We hold termly SEND parent coffee mornings which have a different focus, in response to areas identified by parents
- The Pastoral team contacts parents when they receive a referral for a child to work with them. They complete referrals to other agencies such as Trailblazers and CAMHs
- At all stages of the SEND process the school keeps parents/carers fully informed and involved. It is hoped that this will assist in supporting children to reach their full potential. Parents/carers are encouraged to work **closely in partnership** with the school and to make a full and active contribution to their child's education.
- Parents of children with an EHCP are invited to attend the child's annual review and a questionnaire will be sent home before this meeting to ascertain the parent's views and wishes and any questions that they want to be raised at the review meeting. Copies of the Annual Review report will be sent to the LA and to the parent.
- All parents of children joining us in Reception are given the opportunity to meet the Inclusion Manager at transition meetings. Parents of children that already have an identified SEN are encouraged to meet the IM or SENDCo in the summer term prior to the child starting

- Children that transfer from other school mid- term with an identified need will also be invited to meet the IM or a member of the Inclusion Team
- Where necessary, the class teacher, SENDCo or Inclusion Manager will support parents/carers when completing referrals and making applications e.g., to Health pathways

How Dovedale Primary School enables children with SEN to participate in all activities together with pupils who do not have SEN

- At Dovedale Primary School all children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities. The Inclusion Manager and SENDCo monitor the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.
- Children in receipt of High Needs Top-Up funding may also have support from a 1:1 LSA who is able to support the child and enable them to be included in all areas of school life
- Any specialist equipment that is needed is provided and available for lunch/extracurricular clubs
- Children that access the Smile for a While lunch-club may invite a peer to attend with them
- Additional staff from the Inclusion team may attend school trips/residential trips to support the inclusion of pupils with specific needs
- We endeavor to ensure that all vulnerable children have the same opportunities to succeed and to provide support for families
- Children with additional needs are actively encouraged to apply for roles within the school such as School Councillors, Eco-Reps, Wellbeing Ambassadors. Children can apply for these roles in whichever way they prefer
- We have high expectations for ALL children, reflected in curriculum access, engagement and positive relationships

Section 7:How Dovedale Primary school supports pupils with Medical Needs

- At Dovedale Primary school we support children with medical conditions by providing any necessary staff training and following the support and guidance of the school nurse and parents/carers. Please see the Policy for Supporting Medical Conditions in School.
- Mrs Joanne Jones, Deputy Head teacher holds responsibility for Children with Medical Conditions
- Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have an Education, Health and Care Plan (EHCP). If so, the SEND Code of Practice is followed.
- Every member of teaching, support and welfare staff have completed First Aid training

Section 8: Monitoring and Evaluation of SEND

- Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Dovedale Primary School is Mrs Kacey Clark Jones. Mrs Jones meets with the IM to discuss SEND Provision on a termly basis. She can be contacted via the head teacher or Chair of Governors.
- Parents are asked for their views at review meetings, at coffee mornings and via a questionnaire.

- Pupil views are gathered via pupil interviews, feedback from School Councillors and Wellbeing Ambassadors
- Feedback from these various groups is included in the Inclusion department action plan
- A SEND report is produced annually and presented to governors and available on the school website. Paper copies are also available on request via the school office.
- Inclusion of pupils with SEND and an accessible curriculum is a target within our school plan

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy'. The SEN Governor will also liaise with the Inclusion Manager in relation to the Local Offer and the SEN Information report.

Section 9: Resources and Training

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can, for example, be aligned with other funding (e.g. Pupil Premium) to optimise impact.

Our notional SEN budget is deployed in the following ways

- Teaching Staff
- Support Staff
- Commissioned External Services
- Additional Teaching resources and specialist equipment
- Training
- Specialist resources
- ICT and software

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this *e.g Identifying Girls with ASD, adapting the curriculum to meet the needs of children with SEN*) The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

The Inclusion Manager is part of a SENCo Network group that meet termly to discuss National Initiatives, new research into SEND and to share good practice. Mrs Rogers is also part of Hope University's lead SENCo group, supporting trainee teachers, delivering seminars and looking at research and best practice within SEND and other LAs.

The Headteacher is also a member of the LA Steering group for SEND and is Chair of our Primary SEND Consortium.

We are part of the South Central 3 Primary SEN Consortia; member schools share best practice and offer support within the locality.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND.

The Inclusion Manager provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

The SENDCo holds half termly 'drop-in' sessions for teaching staff and induction sessions for students, ECTs..

Liverpool School Improvement Service provides 2 SENCo briefings and an annual SEND conference and transition forum in June where any vulnerable pupils can be discussed and transition support be put in place.

In response to Communication and Interaction being the most significant barrier to learning within our school population, we currently commission a private Speech and Language therapy assistant who works in school 1 day per week and we have allocated sessions ASD specialist teacher via our Consortia. These specialists may observe or assess individual children and offer bespoke training to individual TAs, teachers and wider support staff team.

Training is also delivered by the Educational Psychologist, SaLT and ASD/ADHD specialists.

The LEA fund two training sessions per year, they are delivered by SENISS staff. They are shared with other schools in our Consortia and SENCos determine the focus for training as a response to needs across the schools.

We provide staff training at termly SEND focused staff meetings. 1:1 LSAs meet with the IM or SENCO on a half-termly basis.

LSAs attend feedback and coaching sessions with speech and language therapists and occupational therapists, where appropriate

The Governor for Mental Health and Wellbeing, Mrs Kate Norfolk, meets with the Pastoral Support Team on a weekly basis.

Section 10: Roles and Responsibilities

Paragraph 6.36 of the SEN Code of Practice 2014 explains that teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. It adds that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. **All teachers are teachers of SEN**

We acknowledge that the Inclusion Manager and SENCo share responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The designated SEN governor is Mrs Kacey Jones. She meets with the Inclusion Manager and SENDCo each term.

SEND is a shared responsibility for the whole school.

The school employs many support staff. They carry out a range of roles across the school and are line managed by the Year Group Leaders. They work closely with the class teachers.

The Inclusion team staff are managed by Mrs Rogers.

The Designated teacher for Safeguarding is Mr N Smith, deputy safeguarding teachers are; Mrs Jones, Mrs Rogers, Mr O'Toole and Mrs Dwan

The member of staff responsible for Looked After Children is Mrs Rogers

The member of SLT responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs J Jones

The Governing Body will report annually on the success of this policy under the statements listed in **'The aims and objectives of this policy'**

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies
- Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
 - Consideration of each pupil's success in meeting outcomes
 - Use of standardised tests including reading, spelling and numeracy ages
 - An analysis of external tests such as SATs
 - The school's tracking systems and teacher assessments
 - Evidence generated from reviews of SEN Support Plans and Annual Review of EHCP meetings
 - Reports provided by outside agencies including Ofsted.
- In line with good practice reference to children with SEND is included in all our policies.
- Inclusion Team Support staff are responsible for:
 - liaising with class teachers re effective strategies and reasonable adjustments that should be made
 - administer and disseminating results of specialist assessments
 - Taking part in the Access, Plan, Do, Review cycle of the Graduated Approach
 - Delivering intervention programmes to pupils with SEND
 - Providing feedback about progress of individual pupils at progress meetings
 - Contributing to the review of individual targets in SEN Support Plans
 - Maintaining records of pupil progress during and after intervention programmes.

Section 11: Storing and Managing Information

SEND files are retained until a child reaches 25 years. All SEND files are transferred to the child's next education provider in line with GDPR regulations. All information is confidential and is only shared with relevant staff.

Reports from outside agencies are not shared with other professionals or new schools without permission from parents/carers.

Section 12: Accessibility

Please see the Accessibility Plan and Disability Equality Scheme.

The Accessibility Plan addresses the improvement of access to;

- The Curriculum
- The Physical Environment
- The provision of information sharing and communication

Parents and carers can contact key staff by telephoning or emailing the school office admin email or the SEND email.

All children at Dovedale Primary School have equal access to a broad and balanced curriculum differentiated to enable all children to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to children making relevant progress that is closely monitored.

Following the Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures e.g. introduce system to assess, target and track progress of children with SEMH using CORs/PIVATS PSD
- Changes to physical features e.g. use of individual workstations
- Changes to how learners are assessed e.g. use of Access Arrangements, Rest Breaks
- Providing extra support and aids (such as specialist teachers, equipment)

Legislative Acts taken into account when compiling this policy include:

- Children and Families Act 2014
- Equality Act 2010

Section 14: Other Policies Relating to SEND

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

- Special Educational Needs and Disability Regulations 2014
- Mental Health and Wellbeing Policy
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Assessment Policy
- Liverpool's SEND Graduated Approach Handbook, 2021

(https://search3.openobjects.com/mediamanager/liverpool/fsd/files/graduated_approach_2021.pdf)

Concerns

If you have any concerns about your child's learning/ progress the first person to contact is your child's teacher.

Your concerns will be discussed and if appropriate will be shared with the SENDCo, Mrs Milton. Concerns will always be recorded on our Provision Mapping System. The SENDCo will provide advice to the class teacher as to how best to support your child in class. Depending

on the nature of your concern, action will be taken, which may include; classroom or playground observation or specific assessments, referral to the Pastoral team. If concerns persist, your child may be placed on the SEN register and an SEND support plan will be written for them, incorporating your views. See Appendix 3.

Section 15: How Dovedale Primary School approaches complaints from parents/carers of children with SEN about SEN provision.

Any complaints should first be raised with the class teacher, then the appropriate Year Group Leader then the Inclusion Manager then if necessary with the Head teacher and finally, if unresolved, then if still not satisfied, the Secretary of State for Education. The school's complaints policy can be found on the school website.

Section 16: Review of Policy

This SEND Policy was produced in October 2022 and will be reviewed in October 2024.

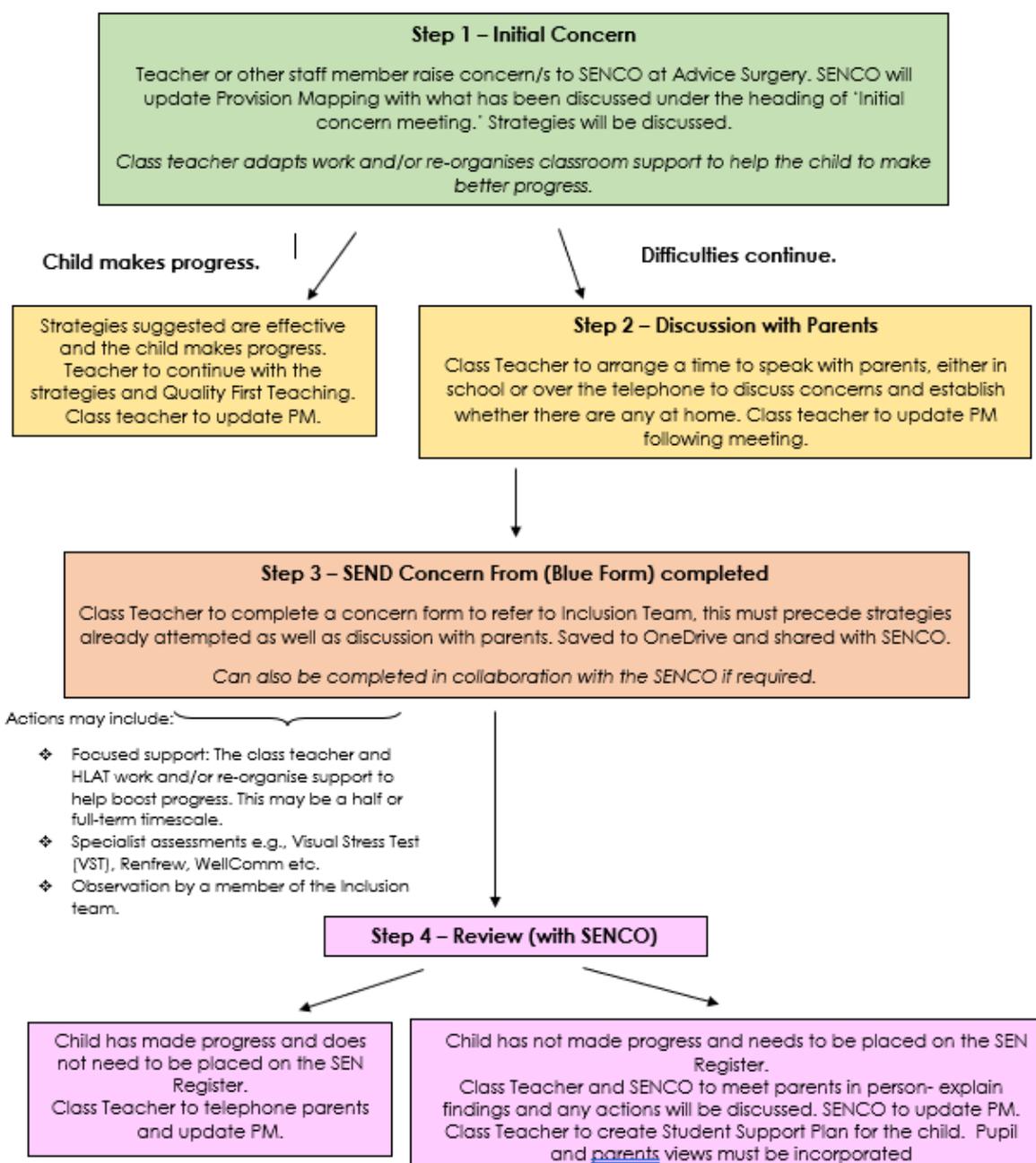
This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND policy reflects our current working.

Authored by Mrs I Rogers, Assistant Headteacher and Inclusion Manager
Contributions by-Mrs C Milton, SENDCo

Appendix 1

Dovedale Primary School SEND Graduated Approach Flow Chart

Here is a flow chart showing you the steps we take to support children with SEND. We only move from one step to another if a child still needs more support and is not making good progress.



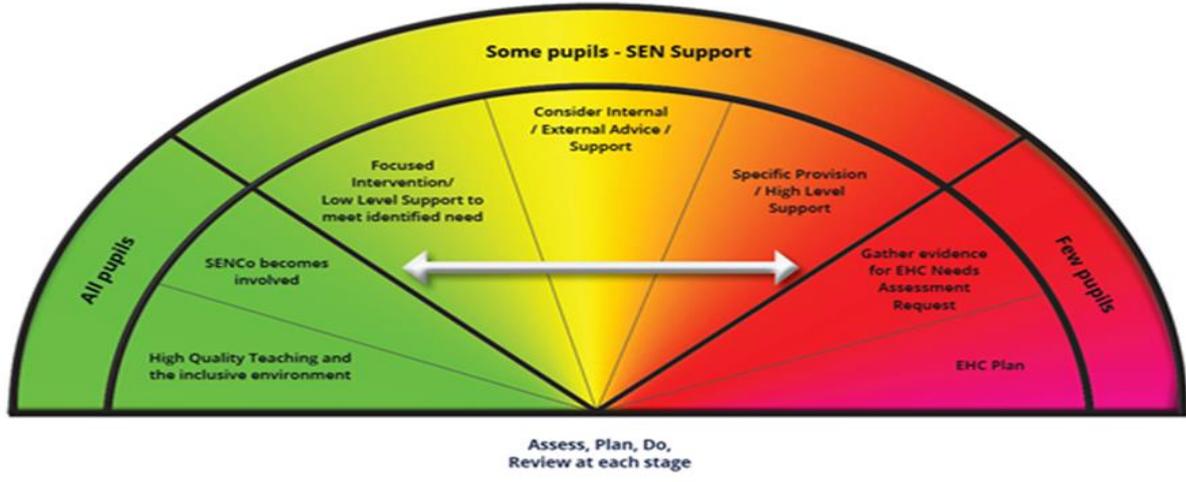
Appendix 2

Underachieving	SEND
<p>Risk Factors:</p> <ul style="list-style-type: none"> • Low attendance • Lack of engagement - home/school • Neglect/abuse • EAL • Child Looked After • Cultural barriers • Failure to thrive • Poverty • Poor health • Children who are young carers • Frequent changes of school • Social issues-poor housing/changes in home life • Bullying • Low self-esteem • Basic speech and language difficulty (e.g. amber - WELLCOM) • Summer born or premature 	<p>Risk Factors:</p> <ul style="list-style-type: none"> • Diagnosis of developmental delay • Genetic/medical difficulties • Complex needs • Sensory issues • Mental health needs
<p>System Factors:</p> <ul style="list-style-type: none"> • How success is viewed in education-focus on academic achievement • Long term teaching that is not differentiated to the pupils' individual learning needs/many supply teachers • Inaccurate assessment • Budget issues in schools leading to a lack of intervention 	<p>System Factors:</p> <ul style="list-style-type: none"> • Training for staff in meeting the range of SEN within the school population. Graduated training – awareness raising, intervention and specialist • School identification processes including role and responsibility of teachers • Whole school systems include SEND focus such as quality assurance of teaching and learning, Senior management role for SENCO, subject leaders including SEND pupils in curriculum planning • Clear communication and holistic planning between SENCO, Pupil Premium Lead, pastoral lead, literacy and numeracy Lead and Designated Teacher for CLA • Whole school provision map – Wave 2 and Wave 3

Ref: Liverpool's SEND Graduated Approach Handbook

Appendix 3

SEND Graduated Approach Windscreen



Appendix 4

Example SEND Support Plan



Dovedale Primary School SEN Support Plan for the SEND Graduated Approach

Date Completed

Pupil Information Name: DOB: Class: Key Staff: SEN Action: SEN Support/ EHC Plan Category of Need: Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Sensory/Physical	Photo	I would like you to know that: I'm good at I find it difficult to	Involvement from other agencies:
	What others like and admire about me: 	Other information relating to other area of need 	My agreed long term outcomes:
The best way to support me is: 		Additional Support I have access to: 	
Resources I need to help me: 			

Autumn 22	Achieved	Partially achieved	Not achieved
Short Term targets			
1)			
2)			
3)			

Provision

Spring 23	Achieved	Partially achieved	Not achieved
Short Term targets			

Provision

Pastoral support-
 Agreed by Teacher.....
 Agreed by Parent

Agreed by SENCo...Mrs I Rogers/Mrs C Milton.....
 Agreed by Child.....