



DAWPOOL

# Dawpool C.E. (Aided) Primary School

## Special Educational Needs and Disabilities (SEND) Policy 2021-22

Accessibility Plan included within



### Vision Statement

**'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'**

*'The Fruit of the Spirit is Love, Joy, Peace, Patience,  
Kindness, Generosity, Faithfulness, Gentleness  
and Self-Control'*

*(Galatians 5: 22-23).*

Dawpool C.E (Aided) Primary School  
School Lane  
Thurstaston  
Wirral  
CH61 0HH

0151 648 3412

[schooloffice@dawpool.wirral.sch.uk](mailto:schooloffice@dawpool.wirral.sch.uk)

[www.dawpool-ce.eschools.co.uk](http://www.dawpool-ce.eschools.co.uk)

@DawpoolCofE



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## 1. Introduction

1.1 This policy is reviewed annually.

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 We use our best endeavours to secure provision for pupils for whom this is required, that is 'additional to and different from' Quality First Teaching to better respond to the four areas of need identified in the Special Educational Needs and Disability (SEND) Code of Practice (September 2014):

- **Communication and interaction**
  - **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1.5 Dawpool C of E Primary School has a Special Educational Needs and Disability Coordinator (SENDCo) who has completed the National Award for SEND (Lauren Venables) and a named Governor is responsible for SEND (Elaine Kavanagh). They, alongside the Headteacher, ensure that this policy works within the guidelines of the Code of Practice (2014), the local authority and other policies current within the school.

## 2. Aims and objectives

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;



- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process;
- to work in cooperation and productive partnerships with the Local Education Authority and other external services, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### 3. Special Educational Needs

**3.1** Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

**3.2** Children with disabilities (including medical conditions)

It is important to note that children may have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This may include sensory impairment affecting hearing or sight and those with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions **do not necessarily have SEN**, but there is an overlap between disabled children and those with SEN. Disabled pupils requiring special educational provision will also be covered by the SEND definition.

Schools must not discriminate against, harass or victimise disabled children and young people. At Dawpool C of E Primary School, staff plan and make reasonable adjustment to ensure disabled children are not at a disadvantage compared with their peers. The school ensures safe accessibility to those with physical and/or visual impairment.

Dawpool C of E Primary seeks to promote equality of opportunity and fosters good relationships between disabled and non-disabled children.



### 3.3 Looked After Children (LAC)

Pupils who are identified as 'Looked After' may or may not have a SEN but are highly likely to require support. It is imperative that the needs of LAC, many of whom have experienced difficult and unstable home lives, are assessed quickly and efficiently and that children are provided for so that the impact of this on their education is reduced to a minimal.

### 3.4 Equal opportunities and inclusion

Staff ensure that teaching and learning is catered to meet the wide ranging needs of all pupils, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. Our inclusive environment fosters respect and tolerance towards all and prepares children for full participation in a multi-ethnic society.

## 4. Roles and Responsibilities

Provision for children with SEND is a matter for the whole school, from staff working in the office to the midday supervisors. The governing body, the school Headteacher, the SENDCo and all other members of staff (particularly class teachers and teaching assistants) have important day-to-day responsibilities. All teachers are teachers of children with SEND.

### 4.1 Role of the class teacher

Class teachers must:

- Provide 'Quality First Teaching' (see below);
- Plan for progression and differentiation;
- Have high expectations of progress applying equally to children working above, at, or below age-related expectations, including those who have SEND;
- Provide intervention to keep children on trajectory;
- Assess pupils to check and progress;
- Have clear plans to support those who are struggling;
- Manage support staff to ensure planning is shared;
- Liaise between home, school and external agencies;
- Ensure pupils have access to the full primary experience by using their best endeavours to remove barriers for pupils with SEND.

### 4.2 'Quality First Teaching'

All pupils benefit from 'Quality First Teaching':

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*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)



- Highly focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to engage and motivate pupils.

#### 4.3 The role of teaching assistants (TA)

Teaching Assistants support by:

- Working collaboratively with the teacher and other colleagues to support pupils;
- Being confident and flexible to work with different children with SEND to ensure 1:1 support does not create overreliance but facilitates inclusion and an appropriate level of independence for each child;
- Encouraging reticent children to answer;
- Facilitating access to task by the following: ensuring understanding, scribing or providing alternate methods of recording;
- Providing specific support e.g. signing, helping children use ICT, providing adapted resources;
- Scaffolding learning, modelling and demonstrating;
- Encouraging children to explain thinking to TA/ others in group;
- Pre-tutoring/ rehearsing tasks;
- Ensuring that support facilitates interactions between a pupil and peers;
- Monitoring pupil progress in order to feedback to class teacher.

#### 4.4 The role of the SENDCo

The Special Educational Needs and Disability Co-ordinator responsibilities include:

- Overseeing the day-to-day operation of the policy;
- Co-ordinating provision for children with SEND;
- Has responsibility for maintaining both the SEND Register and the Monitoring list (children with records of concern);
- Liaising with and advising colleagues;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents;
- Acts as link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the governing body;



- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff;
- Liaises with secondary schools on transfer of Year 6 children;
- Co-ordinates with the Headteacher meetings for annual review of statemented children;
- To ensure high quality teaching for children with SEND.

#### 4.5 The role of the Headteacher

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- The Headteacher should work closely with the school's SENDCo.
- Ensure that SENDCos have sufficient time and professional support to carry out their duties.
- The Headteacher should regularly review and monitor the management of the SEND procedures within the school, including the work of the SENDCo.

#### 4.6 The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

The SEN governor Mrs E. Kavanagh ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### 5. Access to the curriculum

5.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:



- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

**5.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

**5.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **6. Assessment**

**6.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

**6.2** The class teacher and the SENDCo assess and monitor the children's progress regularly. Every autumn the children are assessed using standardised tests. These tests assess spelling, reading, numeracy skills and general ability. In addition, the children are given half term assessments. The class teacher will analyse the scores and where there are discrepancies, s/he will discuss these with the SENDCo. Where appropriate further assessments will then be carried out by the SENDCo. This is an ongoing process.

**6.3** The SENDCo works closely with parents and teachers to plan an appropriate programme of support.

**6.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

**6.5** The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

## **7. A Graduated Approach**

We adopt a graduated response, ensuring pupils are receiving Quality First Teaching (QFT) initially and looking at small adaptations to learning and/or the environment. Pupils may respond well to this but should concerns continue, pupils will be prioritised for in-house interventions. If pupils are still not progressing, despite high quality and





impactful intervention, they may be referred to more specialist resources and/or external agencies.

### **7.1 Discussion with the SENDCo**

Teachers observe and assess the progress of individual children, providing information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This discussion might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

### **7.2 SEND register**

The SENDCo maintains the register, which is fluid with pupils being added and removed appropriately according to changes in need. Parents will be notified if their child is being added to the SEND Register. Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress.

The class teacher, after discussion with the SENDCo, will then provide adjustments and/or interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual targets (planned with pupils, parents and staff). These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally either during parent/teacher meetings or with the SENDCo, teaching staff, parents, pupils and external agencies in a multi-agency meeting.

### **7.3 Individual Support Plan**

An Individual Support Plan is written for pupils on the SEND register in collaboration with pupils, parents, staff and external agencies to target barriers to learning and ensure pupils are happy, healthy and achieving well. Targets are written per term in collaboration with external specialists, teaching staff, parents and pupils. Targets are SMART (Specific, Measurable, Achievable, Relevant and Time bound) and planned



carefully, taking into account intervention and resources to be put in place. Strategies employed to enable the child to progress against these targets are recorded within the plan.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher (often with the SENDCo and other stakeholders) on a termly basis. If a pupil is of particular concern, reviewing targets may be more frequent to ensure rapid and sustained improvement. The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

#### **7.4 Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

A named governor takes a special interest in special needs and is always willing to talk to parents.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Parents are welcome to contact the office and arrange a meeting with the SENDCo. Parents and children also have access to the school website which has a dedicated section to SEND. The school website contains details of this policy and the statutory SEN Information Report, including the arrangements made for children in our school with special educational needs.

#### **7.5 Pupil participation**

In our school we encourage children to take responsibility for their work and relationships and to make decisions on all aspects of school life. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.



Children are involved at an appropriate level in setting personal targets. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

### **7.6 The nature of intervention**

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- A highly personalised curriculum;
- Different learning materials, strategies or specialist equipment;
- Extra adult time to plan, carry out, assess and review the effectiveness of an intervention;
- Pupils being withdrawn 1:1 for concentration or movement breaks or very small groups for social skills;
- Staff development and training to introduce more effective strategies.

### **7.7 Specialist support**

The school may seek specialist expertise if interventions are not having the expected impact or if needs require further clarification. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. Some of the services we work with are:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Visual and Hearing Impairment Services
- Physiotherapists
- Paediatricians
- Special Educational Needs Assessment Advice Team (SENAAT)

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. Targets written by individual services often link with children's targets. Support will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:



- Continues to make little or no progress in specific areas over a longer period and despite strategies and interventions provided in-house;
- Continues working substantially below that expected of children at a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Despite having received intervention, the child continues to fall behind.

These specialist services work most successfully with school, families and other stakeholders in an effective partnership. They are able to support schools and families to assess the needs of pupils and put in place more specialist and targeted support.

## **8. Education Health and Care Plan (EHCP)**

### **8.1 What is an Education, Health and Care (EHC) Plan?**

An EHC Plan looks at a child or young person's special educational needs and any health and care needs that they may have in relation to their special educational needs. Practitioners, parents, carers, children and young people together consider what outcomes they would like to see for the child or young person. An EHC plan identifies what will be put in place to work towards these outcomes.

### **8.2 Who can apply for an EHC Plan?**

Any professional working with a child can request an EHC Needs Assessment. A parent/carer can also request an EHC Needs Assessment. Please speak to the SENDCo if you are considering making an application.

If we request an Education Health and Care Plan (EHCP), we will provide the LEA with a record of our work with the child to date. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

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*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)



- Views of the pupil taken where possible.
- Views of the parents.
- Previous inclusion plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Information around attainment and progress in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

The parents of any child who is referred for an EHC Plan will be fully involved in the progress of the referral.

## 9. Allocation of resources

**9.1** The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with SEND.

**9.2** The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

**9.3** The Headteacher and the SENDCo meet regularly to agree on how to use funds directly related to statements. The SENDCo draws up the resources bid when the school is planning for the next school improvement plan.

## 10. Accessibility Plan (2021-2022)

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. Some strengths in the school's existing accessibility for pupils with special educational needs and/or disabilities are:

- Visual impairment friendly environment (use of dark floors against light walls, uncluttered learning spaces)
- Specifically designed disabled toilet facility
- Use of learning aids (ear defenders, wobble cushions for example) to support pupils
- Some staff trained in British Sign Language

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.;



- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students. Ensure action is taking following environmental audits.
- To build a community that respects the celebration of achievement at all levels.
- To provide training for staff in high incidence SEND, in particular, Attachment and Autism.
- Ensure parents have a better understanding of the services the school work with and how they help children and families.

## **11. Monitoring and Evaluation**

**11.1** The SENDCo monitors the movement of children within the SEN system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

**11.2** The SENDCo and Headteacher hold regular meetings to review the work of the school in this area. The SENDCo and Mrs Kavanagh, the governor with responsibility for special needs, also hold meetings as regularly as possible.

**11.3** The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.

**11.4** Success can be monitored by studying quality of teaching and learning and the attitudes of parents and pupils.