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| Policy:              | SEN   |
| Date adopted:        | September 2022  |
| Date to be reviewed: | September 2023  |
| Signed:              | Ian Roe   |
| Position:            | Chair of Governors<br>On behalf of the Full Governing Board |

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

At Dorchester Learning Centre, we are committed to offering an inclusive curriculum to secure the best possible progress for all our students whatever their needs or abilities. This policy is intended to address the needs of students with special educational needs (SEN) and students who have disabilities.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators' (SENCOs) and the SEN information report

### Basic information about our SEND provision

At Dorchester Learning Centre, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states that:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England. Many children and young people who have SEN may also 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'**.*

### ARRANGEMENTS FOR PROVIDING ACCESS FOR STUDENTS WITH SEND

We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEN and vulnerable or disabled students to a balanced and broadly-based curriculum and additional support when sitting external examinations as appropriate.

### OBJECTIVES

The specific objectives of our SEND policy are:

- To identify students with SEN and disabilities and ensure that their needs are met.
- To develop whole school provision mapping for all pupils with SEN and disabilities.

- To ensure there is effective communication between parents and school and that parents are informed of their child's special needs.
- To ensure that all students with SEN and disabilities make the best possible progress.
- To ensure that students with SEN and disabilities join in with all the activities of the school.
- To ensure that students with SEN and disabilities express their views and are fully involved in decisions which affect their education.
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.
- To promote effective partnership and successfully liaise with outside agencies including health and social care providers, especially in the cases of students who have an Education, Health and Care Plan (EHCP).

## **SEND LEADERSHIP**

The named SEND Co-ordinator for the school is Mrs Emma Gould. [e.gould@dlc.dorset.sch.uk](mailto:e.gould@dlc.dorset.sch.uk)  
01305 261213

Specific responsibilities of SEND leadership include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for all students with SEND, including provision maps that detail the range of support available.
- Overseeing the records of all students with SEND and to ensure these records are kept up to date. DLC uses Provision Map to store all SEN records.
- Liaising with and providing professional guidance to colleagues.  ~~fellow teachers~~ To contribute to in-service training of staff and managing teaching assistants.
- Liaising with parents.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaising with the LA in initiating and supporting students who already have or need an EHCP.
- Advise on the graduated approach to providing SEN support
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

## **ROLE OF GOVERNORS**

The Governing Body as a whole is responsible for the provision for students with SEND. A named member of the Governing Body takes a special interest in SEND. The named SEN governor for the Dorchester Learning Centre is Gaynor Howlett.

The named SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## **IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEND**

We adopt a whole school approach to SEND: **Assess – Plan – Do – Review**

### **Assess**

At Dorchester Learning Centre we work closely with other provisions and agencies to ensure a successful transition for each student. It is important to gather the best possible information and the SENDCo is involved in that transition. Meetings are held with relevant SENDCos from the previous setting, parents and other professionals as necessary. For all students on the SEND register, an Individual Learning Plan and a Pupil Passport is produced. This identifies key information regarding that student's needs and gives guidance to all staff to meet that need within the classroom. Each student has 4 targets linked to their specific SEN needs and baseline data.

Students at DLC are placed on the SEND register if they have an EHCP, if they have been in the SEND register in their previous setting or if they are referred following baseline testing or concern from class teachers. To assess their personalised provision the following criteria is analysed:

- Accurate formative data
- Attainment and progress data, including National Curriculum levels (or equivalents), GCSE predicted grades, average points scores for reading/writing and/or English and mathematics.
- Scores from standardised reading and spelling tests
- Other diagnostic assessment scores
- Feedback from discussions with parents, pupils and staff
- Information from external agencies
- Evidence of the impact of provision already tried (e.g. inclusive day to day teaching).

Analysing this information will help to establish the student's strengths and identify possible reasons for underachievement.

Where a student has been identified as requiring SEND support we will implement the four-stage cycle of "Assess, Plan, DO, Review" as part of the graduated approach.

Students' progress is monitored and tracked and interventions are then matched to need.

Student's timetables are altered regularly to ensure that the provision is constantly matched to need. Learning walks and observations enable us to ensure that teaching and learning is differentiated to meet the needs of all students.

### **Plan**

Where SEND Support is required relevant staff and the SENDCO in consultation with the parent/carer will put together a plan outlining the adjustments, interventions and support

which will be put in place for the student as well as the expected impact on progress and outcomes, including a date when this will be reviewed. This will be formalised in the form of a Student Support Plan which will be written for the student and distributed to all staff. Targets for the student will be shared and all staff who work with the student will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

**Links with other services such as health, social care and voluntary agencies etc:**

We work jointly with health and social care professionals in supporting all our students with EHCPs but we also liaise with these and other agencies as appropriate to plan provision for all our students with SEND.

Multi-agency liaison meetings with the representation from social services and the health service are held when vulnerable learners, not only for our EHCP students, but for all who need support to secure effective collaboration in identifying and making provision for vulnerable students.

**Do**

We aim to ensure that a pupil with SEND gets the support they need and can engage in activities alongside their peers. High quality differentiated teaching is therefore the first step in the response as part of the Code's graduated approach.

The subject teacher is responsible for working with the student on a daily basis. They will liaise closely with LSAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher as necessary.

**Review**

The plan, including the impact of the support and interventions, will be reviewed as necessary. This will inform the planning of next steps for a further period.

For students with an EHCP, the LA must review the plan at least annually.

**CRITERIA/METHODS FOR EVALUATION SUCCESS OF EDUCATION PROVIDED FOR STUDENTS WITH SEND**

We regularly and comprehensively evaluate the impact of our work with SEND learners which includes:

- Evaluation of integration of students at points of transition.
- Parental comments and feedback.
- Evaluation of collaboration with external agencies for students with or without an EHCP.
- Confirmation of accurate, up-to-date records by the SENDCO and other staff.
- Evidence from monitoring classroom practice by the school's senior management/SENDCO.
- Analysis of student tracking data and test results (for individuals and groups of students).
- Value added data for students on the school's SEND record of action
- Analysis of the impact of spending on student outcomes
- Monitoring of procedures and practice by the designated SEND Governor.

- School's self-evaluation and progress towards objectives in the School Improvement Plan.
- Evidence from Ofsted inspection reports.

## **COMPLAINTS PROCEDURE**

Parents of any student identified with SEND, whether they have an EHC plan or not, may contact the SENDCo and Headteacher.

Parents/carers of students with SEN or disabilities, whose concerns cannot be resolved by the usual school procedures, can request independent resolution. Any student with an EHCP is entitled under the LA's Local Offer to receive information on action to take any complaints or disagreements forwards and how to access mediation if needed.