Kinnerley CE Primary School

Westcliffe Federation of Primary Schools

Special Educational Needs and Disability (SEND) Policy

**Principles and Objectives:**

Our SEND Policy is written with due regard to the definition of SEN as stated in the ‘SEN Code of Practice,’ 2014, section 1:3:

*‘****Children have SEN if they have a learning difficulty which calls for special education provision to be made for them.'***

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
3. are under compulsory school age and fall within the definition at a) or b) above, or would do so if special education was not made for them.’
4. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Special Educational Provision** means:

***For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special***

***schools, in the area.***

We endeavour to monitor all children/pupils who are not making adequate

progress in the four broad areas specified in the SEN Code of Practice

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

We work closely with all parents to listen to their views in order to build on

children’s previous experiences, knowledge, understanding and skill, to ensure development in all aspects of the curriculum.

Parent/carer involvement and support is vital to the success of the education of all children, but is especially significant for children with SEN.

We believe that all practitioners are teachers of children/pupils with SEN, and differentiate according to the needs of the children in their care. Monitoring

the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to meet their needs.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read

in conjunction with our policy for Equal Opportunities.

Children with SEN are fully integrated into the life of the school, and the curriculum. Our provision recognises the strengths of the individual as well as allowing for areas which require development. Opportunities exist for all our children to contribute to the social and cultural life of the school.

Parents are encouraged to discuss any SEN issues and concerns with the class teacher, and with the SENDCo. We operate an ‘Open Door’ policy, and encourage close communication with our parents/carers.

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**Management of SEND within our school**

Parents will always be kept informed of any provision which is **additional to** or **different from** everyday classroom learning opportunities. We strive to work in partnership with the parents of our SEN children, with the needs of the child central to our decisions.

Any SEND provision is explained clearly to parents by the Class Teacher / SENDCo, and they are invited to contribute to, and attend any review meetings about their child. Parents are, for example, invited to termly reviews of Learning Plans, and are then asked to contribute to the next term’s Learning Plan. They are kept informed as to the progress their child has made towards targets, and new targets are explained.

If a child no longer requires SEND provision, the SENDCo will inform parents of this, whilst keeping lines of communication open, should there be further concerns.

Parents and governors are invited to any SEND training organised by the school.

Children who make slower progress, will be given carefully differentiated learning opportunities to help them progress, with regular and frequent careful monitoring by the class teacher and the SENDCo.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated

by a range of means to ensure that all children are given the opportunity to succeed.

All teachers take account of the inclusion statement in

National Curriculum 2000:

1. Setting suitable learning challenges

2. Responding to pupils' diverse learning needs

3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise strengths as well as weaknesses, and feel strongly that the ‘whole child’ must be nurtured. Early identification, assessment and intervention are recognised as the key to meeting the needs of individual children.

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The SEN link governor visits the school every term to discuss SEND issues with the SENDCo. The SENDCo will attend an annual Governors’ meeting to provide an overall picture of SEND within the school, any new initiatives and any future needs.

**Co-ordination of SEN Provision**

The SENDCo, (Special Educational Needs and Disability Co-ordinator)

for our school is Ms M Hunt (Headteacher).

The SENDCO is responsible for:

* overseeing the day-today operation of the SEND policy
* co-ordinating provision for children with SEND
* ensuring there is liaison with parents and other professionals in respect of children with SEND
* advising and supporting other practitioners in the school
* contributing to and arranging the CPD of the staff
* ensuring that appropriate Learning Plans/targets are in place
* that relevant background information about children with SEND is collected, recorded and updated
* liaising with external agencies
* monitoring deployment of teaching assistants to work with SEND children
* extending her own knowledge through use of additional CPD and working towards relevant qualifications

All staff are responsible for children with SEND but additional practitioners include our specialist SEN teaching assistant at Kinnerley, Mrs Woolley.

The SENDCo is responsible for ensuring that the school SEN policy is reviewed annually, and remains relevant and useful.

We work hard at ensuring multi-disciplinary/interagency co-operation, so that the provision package meets the needs of the children with SEN.

See Appendix 1 for list of outside agencies involved with our school.

**The role of the Governing Body**

The governor with responsibility for SEND is Mrs. Helen Hughes.

The role of the governing body is to:

* Ensure that provision is made for pupils who have SEND
* Ensure that the needs of pupils with SEND are made known to all who are likely to teach them
* Ensure that teachers are aware of the importance of identifying, and providing for those children with SEND
* Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
* Ensure that a pupil with SEND is included with all pupils in the activities and wider life of the school, so far as is reasonably practical and compatible with the needs of the child
* Ensuring that a child with SEND receives the SEND provision appropriate to their learning needs, whilst also ensuring the quality of teaching of his/her peers, and the efficient use of resources
* Report to parents on the implementation of the school’s policy for pupils with SEND
* Have regard to the Code of Practice when carrying out its duties to pupils with SEND
* Ensure that parents are notified of the decision of any extra provision being made for their child

Governors are involved in developing and monitoring the school SEND policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is compiled annually and is available to parents. SEND provision is an integral part of the School Development Plan.

**Admissions**

We are an inclusive school and provision for children with SEND is a matter for the school as a whole. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed. Pupils with SEND Statements/EHCPs are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. See Admissions Policy.

**Specialist knowledge**

Kinnerley is a member of the Westcliffe Federation of schools. Across the Federation our staff team has a range of expertise in the field of SEND, in particular dyslexia, ASD and SEMH:

* The SENDCos have many years of teaching experience in special and mainstream education, both LA and independent
* A member of teaching staff is working towards the AMBDA Specialist Dyslexia qualification, and our EYFS Manager has a qualification in dyslexia screening
* One of our SSAs is a qualified Counsellor and has years of experience working with young people with learning and physical disabilities. She also delivers the Cool Kids programme to aid emotional wellbeing and gross motor skills
* Our Learning Support Teacher skilfully provides specialist dyslexia intervention

Our school has experience in supporting children with a variety of needs, and a range of SEND resources is available throughout the school, the use of which is monitored by the SENDCo, and linked to recommendations from outside agencies.

The school is accessible to people with disabilities. For further information, see the school’s Accessibility and Inclusions policies.

**Resources**

A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.

The provision of additional support is made as appropriate from the delegated SEND budget.

We are continually developing our resources to support children with SEND that link with priorities stated in the school’s development plan.

There are currently two children with Education Health Care Plans at Kinnerley CE Primary School.

**Identification and Assessment**

We understand the importance of early identification of SEN, and the need for appropriate interventions. Detailed observations are made in a variety of

contexts as well as careful monitoring of the curriculum.

Each term, the Headteacher will hold Pupil Meetings with class teachers to review the progress of all children within the school. If a child’s progress is causing concern, the SENDCo will review the child together with the class teacher, using the **Entry/Exit Criteria**, and decisions will be made as to the appropriate response. Similarly, if a child has made good progress and targets have consistently been met through interventions, the child may be removed from the SEN list and be monitored instead, for the following term. We obtain information from parents/carers and any other records from previous schools.

If further assessment is required we have access to the LA assessment pack to help us to determine the child’s strengths and areas to be developed. We

can then identify and implement the appropriate strategies to meet the child’s needs.

**The Graduated Response** (Appendix 2) recognises that there is a continuum of need. This is recommended in the SEN Code of Practice and is in line with LEA policy.

**SEND/School Support** - If a teacher identifies SEND concerns, it may be necessary to devise a **Pupil Passport (PP)** which sets out targets to be achieved within a specified time.

The whole school **Provision Map** details arrangements for provision which is additional to and different from the usual curriculum. Each SEND child will also have an **Intervention Timetable**, detailing the provision package which is individual to them.

The teacher liaises with the SENDCo and parents/carers and involves the child, where appropriate, in setting targets and strategies. These are reviewed each term, or as appropriate, with parents whenever possible.

Further advice and professional support is sought and implemented as is

considered necessary for the individual needs of the children. In some cases, outside professionals may be involved with the child. Examples include CAMHS (Child and Adolescent Mental Health Service), Educational Psychology Service, Occupational Health, LSAT (Learning Support Advisory Teacher), SAL (Speech and Language), Spectra (ASD advice), Dyslexia assessment etc.

A new Pupil Passport may be required after further assessment, but this will be

continually under review to ensure that the targets set are appropriate, provide success for the child and engender progress.

In very few cases, it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a **statutory assessment** may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be sufficiently severe and complex, or his/her ability to access learning through a mainstream setting is significantly impeded, an **EHCP** (Education, Health and Care Plan) may be issued by the LA.

**Able, Gifted and Talented Pupils**

During daily literacy and maths lessons, work will be appropriately differentiated to appropriately challenge and extend, able, gifted and talented children.

Opportunities will be provided for these children to broaden their knowledge by encouraging depth of learning.

For further information, see the school’s policy for Able, Gifted and Talented children.

**Review**

The SEND Policy is subject to a regular cycle of monitoring, evaluation and

review.

The SEND Policy should also be read alongside the Behaviour and Equal Opportunities policies.

The SENDCo ensures that appropriate records are kept and available when needed. These are available for parents/carers to see, and can be a source of invaluable information for teachers in other classes, and when a child moves, or at transition to secondary school.

**Curriculum Entitlement**

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations, baseline assessment, level descriptions in the National Curriculum at the end of the key stage, objectives of the National Literacy Strategy and National Numeracy Strategy, the LEA Assessment Pack, standardised tests etc.

All information gained is used to support planning in order to aid progress.

**Inclusion and Behaviour**

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and appropriate targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

**Evaluation**

The Senior Leadership and Governing Body will, on an annual basis, consider and report on the effectiveness of the SEND Policy. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

The SENDCo / Headteacher will review and report to the Governing Body on the effectiveness of the policy, including information such as numbers of children identified, their progress, the levels of parental/ carer involvement, materials and equipment, resource allocation, liaison with other educational establishments, details of continual professional development and our priorities for the year.

The Senior Leaders, SENDCo and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results and identify value

added data for pupils with SEN.

**Procedures for Concerns**

We do our best for all children, but if there are concerns, we encourage an approach to the class teacher in the first instance, then to the SENDCo / Headteacher, or to the SEND Governor. A response will be made as soon as possible.

Parents/carers are informed about the **Information, Advice and Support Service (IASS),** so that they can obtain support, advice and information if they wish.

**Professional Development**

We have regular staff meetings at which SEND issues are discussed. These

are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

The SENDCo attends relevant training and disseminates the details to all staff as is appropriate.

Individual staff can identify their own training needs and request attendance on courses relevant to their professional development.

There is an induction procedure for new staff, which includes an outline of the

school’s policy and procedures for SEND.

**Support Services**

Advice and support from outside agencies is available via referrals by the school.

The various support services available are listed as Appendix 1.

We understand that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals e.g. the LA, SEN support services, health services, social services, etc

**Links with other agencies**

The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents, but is especially important in the case of those whose children are identified with SEN.

We include all parents in social events, curriculum workshops and informal meetings.

Records of all children are sent to receiving schools for their attention. The SENDCo makes contact with receiving schools to discuss any children identified as needing additional or different provision, to enable continuity of support.

**Partnership with parents**

Parents/carers are notified at the earliest opportunity if we have any concerns, and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents/carers in informal conversations and individual meetings, and may use home/school record books, where these would be useful.

Parents/carers are invited to Learning Plan Review meetings to discuss progress and to be involved in setting appropriate intervention strategies, to help the child both in school and at home.

Parents/carers are encouraged to use the IASS for support and advice, or to bring an appropriate relative or friend to meetings, where they feel this would be helpful.

We promote a culture of co-operation between parents, schools, LEAs and outside agencies. This co-operative approach is important in enabling a child with SEN to achieve her/his full potential.

We understand the differing perspectives of those concerned with

children with SEN, and seek constructive ways of reconciling different viewpoints.

We respect and try to accommodate the different needs of parents/carers with, for example, a disability or with barriers to communication.

**Pupil participation**

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account, in any matters affecting them.

The views of children in school are given due weight according to their age, maturity and capability.

Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their Learning Plans/Pupil Passports, discussing their choices, assessment of needs and in the review procedures.

**Transfer arrangements**

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. Extra visits to secondary schools and transition programmes will be arranged as appropriate by

the SENDCo, for Year 6 pupils with SEN. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

**Confidentiality**

All records of children on the SEND register are kept in a locked filing cabinet, to which access is limited to key personnel.

Ms M Hunt,

Headteacher / SENDCo reviewed January 2018

To be reviewed: January 2019 (pending adoption of revised and updated Westcliffe SEND policy)

**Appendix 1**

Outside agencies involved with our school include:

* Woodlands Outreach Service
* Shropshire Educational Psychology Service
* Education Welfare Officer
* Occupational Health Service
* Severndale Outreach
* Speech and Language Therapy Service
* Sensory Inclusion service
* Paediatric services
* CAMHS
* Specialist Dyslexia Assessor, Joy Armstrong
* Specialist Speech and Language Assessor, Victoria Everall
* Spectra