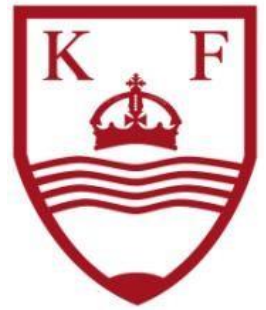


Kingsfleet Primary School

'Be the best you can be'



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Introduction

Being the best we can be together!

At Kingsfleet Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We encourage pupils to develop fully their skills, knowledge and personal qualities.

The School believes that all children should have their needs met, and that they should have full access to a broad, balanced curriculum. Some children will need extra support in order to progress and understand the material they have covered.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

It is important that children who have Special Educational Needs are identified early in their school career and their needs matched with appropriate provision. The School has a range of strategies to support children and Individual Education Plans underpin the process of planning and monitoring intervention for pupils. The Special Educational Needs Coordinator manages the provision for children and liaises with external services.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Definition of Special Educational Needs

This definition is taken from the SEND Code of Practice (2014). Link to document below:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school. The progress of all pupils will be continuously monitored to identify needs as they arise; needs will be identified and support provided as early as possible.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential and given the most effective and relevant learning provision. Full access to the curriculum will be provided through differentiated planning by class teachers. All members of the school community will perceive pupils with SEND positively.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be coordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Specific input, matched to individual need, will be provided in addition to differentiated classroom provision for those pupils with SEND.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Children are encouraged to contribute and participate in all decision-making processes where deemed appropriate to do so. Pupil participation is also encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams etc.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology, Speech and Language Therapy, County Inclusive Support Service (CISS) Children and Adult Mental Health Service (CAMHS).

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Kyrsty Beattie (Headteacher).

The person coordinating the day-to-day provision of education for pupils with SEND is Rebecca McCarthy (Deputy Head teacher and SENDCo).

Headteacher

The Headteacher and Governors are responsible for formulating the aims, objectives and policy to reflect national requirements and LA policies and guidance. The Headteacher will keep the governing body fully informed about the provision for the children with SEND, supported by the Governor with responsibility for Special Needs.

SENDCo

The SENDCo holds the National award for SEND co-ordination, is a qualified NLP (Neuro Linguistic Programming) practitioner and is also the Deputy Head teacher and member of the Senior Leadership Team (SLT), and will liaise closely with and advise teachers. The SENDCo has the responsibility for:

- The day to day operation of the school's SEND policy;
- Co-ordinating provision for pupils with SEND;
- Liaising with staff on completion of termly Provision maps;
- Providing advice to staff and liaising with them on the completion of Provision Maps and where applicable, Individual Education Plans (IEP's);
- Working alongside staff in assessing children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Contributing to the in-service training of staff;
- Monitoring, evaluating and reporting on provision to the governing body in conjunction with the Headteacher;
- Meet with class teachers to discuss both internal and external interventions;
- Liaising with parents of children with special educational needs;
- Liaising with outside agencies;
- Ensuring that appropriate provision is in place
- Ensuring that background information is collected, recorded and updated;
- Taking the lead in further assessment of a child's strengths and areas to develop in order to future plan to meet the child's needs;
- Taking the lead in monitoring and reviewing any action taken to support the child;
- Ensuring that appropriate records are kept in place for pupils with SEND.

Class teachers

Class teachers must work under the reasonable direction of the Headteacher and perform professional duties that include:

- Ensuring that Quality First Teaching (QFT) forms the basis of their everyday practice;
- Use the school's graduated approach to supporting SEND pupils;
- Plan, implement and evaluate the impact of interventions;
- Feedback/report impact of interventions to team leader/SENDCo at SEND and Pupil Progress Meetings;
- Make sure that any information/or advice given is acted upon (whether this be from internal or external support);
- Make sure that the class SEND information is kept up to date;
- Report any SEND concerns to SENDCo, using agreed template (see appendices);
- Ensuring TAs have time to carry out interventions and that these are carried out and then evaluated on a half – termly basis;
- Teaching pupils according to their educational needs and providing work relevant to a child's ability, including phonics groups;

- Assessing, recording and reporting on the development, progress and attainment of pupils;
- Promoting the general progress and wellbeing of individual pupils and of any group of pupils assigned to the teacher;
- Provide guidance and advice to pupils on setting targets;
- Communicating and consulting with the parents of the pupils and persons and bodies outside the school and working in close liaison with other staff to address needs;
- Organise/decide which children will follow specific interventions;
- Directing TAs to support children with SEND, as relevant to their needs;
- Setting and reviewing Provision maps on (at least) a termly basis

Teaching Assistants (TAs)

Teaching Assistants are allocated to a class or, if particular expertise is needed, then they are allocated to a specific child, e.g. a TA with the specialist training.

TAs may:

- Work with groups or individuals under the direction of the teacher;
- Follow specific programmes prepared by the teacher to address learning needs;
- Prepare and deliver set phonic groups;
- Individual specialised work that may have been prepared e.g. work given by the SALT;
- Ensure that all the children are able to access the work given and evaluate and feedback to the teacher.

Identifying Special Educational Needs

There are 4 broad areas defined in the Code of Practice that give an overview of the additional needs that we must plan for in school. Early intervention and planning is crucial to support pupils and we must always remember that every child is an individual, entitled to personalised support.

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The needs of these children may change over time.

2. Cognition and learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support.

Other factors may impact upon progress and attainment in school but are not in themselves a special education need. However, pupils who fall into these categories will receive the same support and entitlement.

A Graduated Approach to SEND Support

All pupils in our school are rigorously tracked and their attainment monitored by the class teacher alongside the Leadership Team at pupil progress meetings. Challenging targets are set and pupils identified if they need to be monitored or are at risk of under-achievement.

Class 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. High quality first teaching (QFT), differentiated for individuals is the first step in supporting pupils with Special Educational Needs.

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as *being under observation* due to concern by parent or teacher but this **does not automatically** place the child on the school's SEND register.
- Any concerns will be discussed with parents informally or during parents' evenings.

- Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess
Plan
Do
Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute with progress at home

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support

with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school *but* can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education and Health Care Plan will be taken at a progress review.

The application for an Education and Health Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHCP can be found via the SEND local offer:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0>

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by Suffolk County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual

review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group learning is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly pupil progress and review meetings.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual basis, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments/ needs identified within the classroom. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child the first person to address is the child's class teacher. If it is still felt that the matter has not been resolved then an appointment can be made to speak to the Headteacher or SENDCo, who will

be able to advise them further. If you still feel that the matter requires further investigation, then referral of the Governing body complaints procedure should be addressed.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, Family of Schools SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, along with the Headteacher, ensures that training opportunities are matched to school development priorities and current needs.

Working in partnerships with parents

At Kingsfleet Primary School we believe that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. A useful site to consult can also be found using the link below:

<https://www.access-unlimited.co.uk/>

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governor, Susie Layzell may be contacted at any time in relation to SEND matters.

Links with other agencies and voluntary organisations

Kingsfleet Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCo is the designated person responsible for liaising with the following:

Education Psychology Service
Behaviour Support Services
Social Services
Speech and Language Service (Specialist HLTA also liaises)
Community Pediatrician
Occupational Therapist
Specialist Outreach Services e.g. CISS

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Transition

Additional transition support may be required to support our pupils with SEND. Some children may require support during the day and prepare for changes to their daily routine. Additional planning and transition work may be necessary at the end of the school year as a child moves between classes and works with different adults in school.

Links with secondary schools are clearly established. Teaching staff and the SENDCo discuss transfer of pupils with SEND with receiving school staff.

Pupils with an Education, Health and Care Plan will have transition support at the earliest opportunity.

Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an EHC plan which brings together health and social care needs, as well as their special educational provision. Where this is the case, the SEND Code of Practice (2014) is followed.

Our policy for supporting pupils with medical conditions is published on our website.

Documents included with this policy:

- Identification of children with SEND flowchart
- Additional support identification form
- SEN concerns form
- SEN Intervention evaluation form
- IEP format form (For individuals it is applicable to)
- Provision Map format form

Signed: R. McCarthy (SENDCo) Date: March 10th 2022

Signed: K. Beattie (Headteacher) Date: March 10th 2022

Signed: R. Shaw (SEN Governor) Date: March 10th 2022

Review date: March 2023

| Internal Referral to SENDCo | | | | | | |
|--|--|----------------------------------|---|-------|---|---|
| Name of pupil: | | Class: | | | | |
| Priority Level: (5 being high priority) | | 1 | 2 | 3 | 4 | 5 |
| Are parents/carers aware of this referral? Have they raised similar concerns What are their concerns? | | | | | | |
| Tick which areas(s) of concern apply to the pupil: | | | | | | |
| Communication and interaction | | Social, emotional, mental health | | | | |
| Cognition and learning | | Sensory and/or physical | | | | |
| What are your specific concerns, and those of the TA if applicable? | | | | | | |
| Please give the latest assessment outcomes for the pupil: | | | | | | |
| Reading | | Maths | | | | |
| Writing | | Spelling | | | | |
| Other: | | Other: | | | | |
| What have you tried so far include time scale if relevant, and what were the outcomes? | | | | | | |
| Provision/Intervention | | Outcome/Impact | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Which actions would you like the SENDCo to take? (✓) | | | | | | |
| Observe child in class | | Make a referral to _____ | | | | |
| Meet with parents | | Help with classroom strategies | | | | |
| Recommend an intervention | | Other: | | | | |
| Teacher: | | Signed: | | Date: | | |

To be completed by SENDCo:

Actions:

| |
|--|
| |
|--|

Kingsfleet Primary School

'Be the best you can be'



SEN Intervention Evaluation

Date:

Name of intervention:

Adult responsible for completing intervention:

Class:

Term *(please circle as appropriate)*

Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2

Please attach a copy of the intervention notes with this evaluation.

Key focus of intervention:

Have there been any difficulties with running the intervention or the intervention itself?

What has been the noticeable impact of this intervention? Have the children made progress? Are they applying the skills taught to their independent learning? Is the intervention still appropriate to the child/children taking part?

When you have completed this evaluation please keep one for your records and copy one for the SENDCo.

Kingsfleet Primary School

Identification of Children with SEND Needs.

