

Kingskerswell Church of England Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Our vision of SEND

Children at Kingskerswell Church of England Primary School with Special Educational Needs or Disabilities (SEND) are valued. They are treated with respect and understanding yet challenged so that they can achieve the best that they can. Through a consistent approach and through exciting, relevant and engaging learning opportunities children with SEND become motivated, confident and responsible individuals, in spite of whatever difficulties they may face.

At Kingskerswell children with SEND are a high priority. It is the responsibility of each teacher, with support from the SENCO, to ensure that the children in their class receive the right provision for them and make progress whilst being challenged and motivated through engaging and relevant learning tasks.

Our objectives

- to identify pupils with special educational needs and disabilities as early as possible
- to ensure that their needs are met through appropriate provision to overcome barriers to learning
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to work closely with parents of children with SEND, involving them in all stages of their child's education and regularly communicating about their provision and progress
- to work within the guidance provided by the SEND Code of Practise, 2014.
- to have a SENCO who provides support and advice for all staff working with pupil with special needs and additional needs and who is a point of contact, other than the class teacher, for parents who have concerns about their child's needs
- to ensure that all learners make the best possible progress
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnerships and involve outside agencies where the child's needs cannot be met by the school alone

At Kingskerswell we agree with the Code of Practice 2014 which states:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

What defines a learning difficulty...

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.

Code of Practice 2014

Identification and support for pupils with SEND - A Graduated Response

Before a child starts school: Discussions are held between the SENCO and Foundation Stage teachers with: Parents, Pre-schools, Health visitors and other agencies involved including Educational Psychologists, Speech therapists and Portage.

When a child start school (Foundation Stage): Baseline assessments are carried out by class teaches. Pupils are tracked carefully by class teachers and this is recorded on out whole school data system. Any special needs concerns that are raised by teachers, teaching assistants, SENCO or parents/carers are discussed and noted as a cause for concern. High quality, differentiated teaching to target areas of difficulty and specific interventions where required are put in place. These children's difficulties and the provision put in place is discussed during pupil progress meetings half termly. Where concerns continue, despite additional provision being put in place, further discussions are held and the cycle of ASSESS, PLAN, DO, REVIEW, begins. A learning plan may then be written between the teacher, SENCO and parents with individual learning targets for the child.

The assess, plan, do, review cycle is one that ensures the progress and attainment of children with SEND are continually monitored, the provision put in place is flexible and changes are made where needed.

ASSESS

A discussion will take place which looks at the child's strengths and weaknesses in terms of the 4 areas of need as set in the Code of Practice 2014:

Communication & Interaction

Cognition & Learning-moderate/ severe/profound and multiple/specific

Social, Emotional & Mental Health Difficulties

Sensory and/or Physical

Staff, parents/carers and other professionals will share views of the needs of the child. We will include assessment data and the child's views where ascertainable. The SENCO may then contact appropriate outside agencies with consent from parents.

PLAN

Child friendly Learning Plan to be written by teacher in collaboration with SENCO and parents/carers then shared with the child. This will include the short term targets set for the child, the adjustments made and strategies to be used by the teacher and the interventions and support put in place. It will include the expected impact on progress and a clear date for review. At this point the child will be placed on the whole school SEN register. If there are significant concerns or a number of professionals are involved with the child, then a Team around the Family Meeting (TAF) will be arranged. Children who come into school with a TAF already started have review meetings termly. Some of these children will be registered on a data base Right for Children (R4C), with parental consent, for ease of information sharing between agencies.

DO

The class teacher remains responsible for the progress of the child. They should work closely with any teaching assistants involved to plan and assess the impact of support being provided and link this to class teaching. The SENCO will support the class teacher in implementing support and monitor the impact.

REVIEW

The effectiveness of the support and intervention and their impact on the pupil's progress will be reviewed. The impact will be evaluated and the views of the parents and the child should be shared. The class teacher, working with the SENCO, should revise the support. Parents should be given clear information on the support and interventions provided and the impact so that they can be involved in planning the next steps. The Assess, Plan, Do, Review cycle is an ongoing process. Learning Plans will need to be reviewed in line with when targets are met, this will be at least termly. In addition, children may have intervention plans written by their class teachers, with broken down targets that are set weekly. If external agencies have been involved then a DAF may be started. A child will stay on the SEN register and continue with the assess, plan, do review cycle until the parents, class teacher and SENCO agree that this additional support is no longer needed. If a child is on the SEN register in Year 6 this information is passed on to secondary schools (see Transition). Pupils who have disabilities but no additional needs will be recorded on the school's medical register where appropriate.

The following categories that children can fall into are not considered SEN but may have an impact on progress and attainment and are therefore monitored closely by the school's SENCO and Senior Leadership Team:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant (Free school meals)
- Being a Looked After Child
- Being a child of Serviceman/woman

Provision mapping

Teachers write individual provision maps for their own classes, outlining support, intervention and any reasonable adjustments that are put in place for children. Where a child is not making expected progress or is having difficulty with a specific aspect of their learning, provision will be put in place but *the child will not be placed on the SEN register*. This provision may be an intervention where by the child is given additional support either individually or in a small group that could happen in or out of the classroom. These children are identified by the class teacher, the maths and literacy leaders and the SENCO. Provision will be discussed half termly and short term support will be put in place and recoded on a class provision map. The impact of this support will be analysed by the SENCO, the class teacher, the maths and literacy leaders (depending on the intervention) and shared with the senior leadership team. Records for how the child progresses from this support and the impact of the provision will be recorded and kept by the class teacher and the SENCO and recorded on the whole school tracking system termly. (See Monitoring). Provision is also put in place for some children during Standard Assessment Tests (SATs), this may be additional time, taking the tests in a smaller room with less children, being able to take regular breaks during the test, having the tests in a larger format, having a reader or scribe.

External support

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The school receives visits from the nominated Education Welfare Officer and Educational Psychologist for the area. In addition, the school may seek advice from specialist advisory teaching services for children with: sensory impairment, physical difficulties, communication and interaction difficulties, speech and language difficulties, behavioural or social and emotional difficulties and the advice of medical professional for specific medical needs . As a growing number of external agencies work with the school to support children with SEND, Team Around the Family (TAF) meetings allow everybody involved to share the provision that is in place, analyse its impact and agree the next steps; these may be in the form of TAF minutes with actions or a learning plan.

EHCPs

An EHCP is a legal document which stays with the young person until they are 25, providing that they are still needed- this decision rests with the local authority. They are written by the Local Education Authority in consultation with teachers, parents and other professionals who know the young person. They set out the child's strengths and difficulties, the interventions and actions needed to support the child and the cost implications for this. Children with an EHCP will have this reviewed annually within school. These children will have their targets broken down and discussed with parents termly.

For those children who have learning needs which are significantly different from or additional to others, an EHCP may be requested. The process for this can be explained in more detail by speaking with the SENCo, Sophy Moore or by following the links on our website to the Local Offer.

For some children who have multi-agency support, e.g. an educational psychologist, a speech therapist and a paediatrician, then a TAF meeting will be called each term, sometimes more often, whereby each professional working with the family is invited. These meetings are an opportunity to discuss what is going well, what is not going so well and to plan support and provision to address any difficulties.

Monitoring

The progress and achievement of children with SEND are monitored by the SENCO through learning walks, observations, pupil conferencing, over-seeing individual learning plans and their impact on progress, analysing half termly progress and attainment data to compare pupils with SEND with their peers within school and nationally. Through discussions with children and looking at their books the SENCO is able to see whether their learning tasks have been differentiated and how much their individual learning plans are being used to help them. Through informal 'drop-ins' into classes as well as formal observations, the SENCO is able to observe what kind of support and challenge the children with SEND are receiving and put support strategies in place where needed. This may be a discussion with the teacher and the teaching assistant, it may be working within the class or organising/running a training session. The SENCO regularly meets with teachers of children

with SEND as well as parents to ensure that the provision in place is effective in improving outcomes for that child. The SENCO liaises closely with the school's THRIVE leader as THRIVE is a crucial part of the school's provision for many of our children with SEND. SEND provision that is not on an individual learning plan is on a class Provision Map or Pupil Passport. All children who receive additional support through intervention, whether on the SEN register or not, are recorded and tracked through class provision maps. The SENCO uses this information to evaluate how effective the provision is and what impact it is having on children. Any provision that could be ineffective can they be identified early and action taken. This information is fed back to teachers, parents and governors. Governors are encouraged to challenge the information they receive on the progress and attainment of children with SEND as well as the information they receive on provision that is put in place. They challenge how effective, both in terms of progress for the children and cost, the provision is.

Admission and transition

The Governing Body has agreed with the LEA admissions criteria, we do not discriminate against pupils with special education needs or disabilities and the admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties or severe medical conditions are advised to approach the school well in advance so that consultations can take place.

Due to the location of our school, despite the fact that we are in the Devon LEA, we also have children who come from a home within the Torbay LEA. Depending on the home address of the child, this is the SEND team that the SENCo will deal with. This can also affect the pathways for referrals.

Before a child starts in reception the SENCO and/or foundation stage teachers meet with parents/carers and in some cases, pre-school and health visitors. Foundation stage teachers conduct home visits to get a full picture of a child before they start and any concerns from parents can be shared before the child starts school. Where a child starts mid-term (i.e. later than Reception), the school seeks any information from previous education settings on that child. Children may be assessed using a baseline within school, such as Read, Write , Inc assessments, Accelerated Reader or maths tests.

Transitions between classes involve careful handover between teachers where each child's needs are discussed at length. For those children with SEND, the SENCO may arrange transition meetings with parents between classes, so the new teacher is fully informed on a child's particular needs and the parents/carers have the opportunity to discuss any concerns they have regarding their child moving classes.

When a child moves on to secondary school the SENCO meets with the SENCO from the secondary school and in some cases with the Head of Year too. Children with SEND are discussed including needs and current provision and all of their paperwork including Learning Plans, past provision and outreach support is forwarded on. For a child in year 6 with a current EHCP, the SENCO will invite the SENCO from the secondary school, if it is known, to the year 6 annual review. If a child with SEND leaves our school before year 6, all of their information is forwarded to the SENCO of their next educational setting.

Training and CPD

We keep all school staff up to date with relevant training and developments in teaching practise in relation to the needs of pupils with SEND. Some of this training is decided strategically at a local level and provided as part of a learning community. All school staff are given training at the start of the school year with regards to the New Code of Practice, provision including Learning Plans and interventions, tracking the progress and attainment of these children and our whole school vision for SEND. Throughout the year staff are provided with CPD related to the needs of the children they are working with, this may be training on autism, speech and language or how to support children with a specific learning difficulty such as dyslexia. Staff are also given training throughout the year on the Thrive Approach and on Safe holding children.

All teachers and support staff undertake induction on taking up post including information and training on the provision and practice for supporting children with SEND and the systems in place. The SENCO regularly attends local authority SENCO network meetings and Local Learning Community meetings to keep up to date with local and national updates.

Support and Information for Parents

The school will direct parents to Devon Information Advice and Support (Devonias) <http://www.devonias.org.uk/>. Here parents can find confidential and impartial advice and support if they have a child with additional educational needs. Parents are also made aware of the Local Offer <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer> this is information from local government which sets out what is available for children and young people with SEND across Devon from Education, Health and Social Care Services.