



KENSWORTH PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

KPS-028

This Policy covers the following areas of interest

- Special Educational Needs and Disabilities

Agreed by	The Full Governing Body
Signed	x  Anthony Todd (Chair of Governors)
Date	January 2017
Next Review Date	April 2019



School Context

The term 'Special Educational Needs and Disabilities (SEND)' is applied to a child who has constant difficulty in achieving Expected Progress, be it due to physical disability (eg hearing loss), learning difficulty (eg dyslexia); emotional or behavioural issues.

Not all children with special educational needs have specific learning difficulties, such as children for whom English is a second language, or who have missed school for long periods due to illness. Such children will receive appropriate educational provision until they achieve the required standard, after which they will no longer need the special support..

Equally, in instances where a child is significantly gifted in any educational way, special provision will be made to enable them to optimise their abilities.

This SEND policy is a key document to promote the best inclusive practice in our school. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Policy Aims

The policy outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve the best possible learning outcomes and engage successfully in all aspects of the wider school community. Its aims are:

- to ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision;
- to ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment;
- to work in close partnership with parents, Central Bedfordshire Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision;
- to ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued profession development;
- to promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

Our Values and Vision in Relation to SEND Provision

At Kensworth Primary School, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. Listening to the views, wishes and feelings of the child and the parents is paramount. We understand the importance of the child and parents' participation as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.



Section 2: Admission Arrangements for Pupils with SEND

The school's admission arrangements are set out on the school website and make it clear that the school will not discriminate or disadvantage pupils with SEND.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Needs or Education Health and Care Plan (EHCP) where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHCP unless:

it would be unsuitable for the age, ability, aptitude or SEND of the child or

the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Local Authority Special schools.

The SENDCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the school

Section 3: Identifying Special Educational Needs and Disability

The school uses the definition of Special Educational Needs and Disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate;
- termly tracking of all pupils to monitor rates of progress and attainment;
- concerns raised directly by parents or other agencies.

As well as progress in core subject areas, progress in other areas will also be considered, such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- attendance;
- English as an additional language;
- family circumstances;



- economic disadvantage.

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviour can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour, which may not be due to SEND.

Before deciding that a pupil requires additional SEND support the SENDCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Section 4: Meeting the Needs of Pupils with SEND.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer Additional SEN Support.

Parents will be formally notified that their child will receive this additional support and placed on the SEN register where his/her progress and provision can be monitored more closely.

The SEND Register

The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored;
- there is an overview of the range and level of need across the school;
- school provision reflects and is responsive to current profile of need.

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as **The Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response:

Assess: Once identified as requiring additional SEND support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENDCO may also carry out more diagnostic



assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs.

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

Plan: The school will use the information from the assessment to draw up an SEND Support Plan to show the support that will be offered. The SEND Support Plan will:

- be outcome-focused with the desired benefit or difference from any intervention clearly identified and able to support the evaluation and impact of provision;
- outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes;
- highlight the ways parents can be involved to reinforce and contribute to progress outside of school;
- give details of the role and input of external agencies when they are involved with a pupil;
- include the views of the child and parents/carers;
- be recorded on SEND Support Plans (SENDSPs);
- be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan, which will include the date when it will be reviewed.

Class teachers, with the support of the SENDCO will take the responsibility for overseeing the implementation of the SENDSP. This will ensure that the additional SEND support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review: The impact of any additional SEND support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parents' evening meetings.



Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- impact of each element of the intervention towards the identified outcomes;
- pupils' response to the support and view of their progress where this is applicable;
- views of parents and specialist agencies;
- next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCO will make a referral to specialist agency. A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set, they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans

The additional needs of most of the pupils with SEND will be met by interventions and resources from the school.

In a few cases pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENDCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHCP).

Full details of the process for requesting an EHCP can be found on the Central Bedfordshire SEND offer web site (details in Appendix 3).

The EHCP will be formally reviewed annually (apart from those where the pupil is under 5 years of age, where reviews are held six-monthly). Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Section 5: Meeting the Needs of Pupils with Medical Conditions

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and



achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- produced through collaboration with parents, pupil as appropriate, and health professionals;
- shared with all relevant staff;
- reviewed at least annually or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate Medical Needs Policy, KPS 008, which can be found on the school website.

Section 6: Transition Arrangements

Arrangements to support pupils with SEN moving into the school or moving to a different school: further details regarding transition can be found in the Central Bedfordshire School Offer:

<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

For pupils joining the school in our Reception/Nursery classes the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to Pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may also involve drawing up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHCP.

For pupils moving to secondary school or to a different school, the SENDCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals meet to ensure there is continuity in the range and level of support offered.



Section 7: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation. The school leadership, through consultation with the SENDCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEND.

Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the school's approach to supporting pupils with SEND.

The SENDCO regularly attends Central Bedfordshire briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision.

Section 9: Roles and Responsibilities

See SEND School Offer on the school website.

Section 10: Monitoring and evaluating SEND Provision

The school undertakes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence, including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Section 11: Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENDCO or another member of the senior leadership team as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local SEND Mediation Service (0207 359 3635). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child, such as, for example, the Educational Psychologist.



Section 12: Anti-Bullying

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils are encouraged to report any incidents of bullying to an adult in the school. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying. See our Anti-Bullying Policy KPS 010, on the school website.

Section 13: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take, over time, to increase the accessibility of pupils.

This includes action to:

- increase participation in the curriculum;
- make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extra-curricular opportunities;
- improve access to a range of information.

Our accessibility plan forms part of our Equalities Policy KPS 017, which can be found on the school website.

Monitoring and Review

It is expected that this policy will be reviewed at least every two years as part of the Governing Body's policy review process.



Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Equalities Act (2010)
- School Admissions Code (December 2014)
- Supporting pupils at school with medical conditions (September 2014)
- Schools Complaint Toolkit (August 2014)
- The National Curriculum (July 2014)
- Teachers' Standards (June 2013)
- Working Together to Safeguard Children (March 2015)
- Keeping Children Safe in Education (July 2015)

Central Bedfordshire's local offer for SEN:

<http://www.centralbedfordshire.gov.uk/children/sen-disability/education>



Appendix 2: Definition of Special Educational Needs

SEND Code of Practice (January 2015)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of other pupils 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 post-16 institutions.

For children aged 2 or over, 'special educational provision' is education or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or relevant Early Years providers.

Equality Act 2010

A disability 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.

This definition includes:

Sensory impairments such as those affecting sight and hearing

Long term health issues such as asthma, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEND but there is a significant overlap between disabled children or young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEN provision.



Appendix 3: useful local contacts for advice and information:

Central Bedfordshire Council SEND Support Team: Telephone: 0300 300 8304

Website:

centralbedfordshire.gov.uk/children/sen-disability/education/send-support-plan/overview.aspx

The most relevant sections are:

CBC SEND Parent, Children and Young Person Partnership Scheme;

Special Needs Action Panel - SNAP;

SEND Mediation Service: Telephone: 0207 359 3635

Children with Disabilities Service;

Disability Resource Centre;

Support for Carers