



KIMBERWORTH COMMUNITY PRIMARY SCHOOL

Special Education Needs and Disabilities Policy (SEND) Sept 14

At Kimberworth Community Primary School and Children's Centre all our policies, procedures and practice have regard to the SEND Code of Practice 0-25 2014 and the Equality Act 2010.

A copy of the SEND Code of Practice 2014 is available in school for parents and prospective parents to read upon request.

- The Special Needs Co-ordinator (SENCO) is **Ms Alison Roddis**
- The Behaviour/Inclusion Support **Mrs Shazia Rashid**,
- The Special Educational Needs and Disabilities Inclusion Governor is **Councillor Simon Currie**

Aims for children with Special Educational Needs

Kimberworth Community Primary School is committed to providing equal learning opportunities for all our children regardless of race, gender, special educational needs or disabilities (SEND).

All pupils have a right to a full and balanced curriculum, which is both relevant and differentiated to meet their individual needs.

Kimberworth Community Primary School welcomes pupils of all abilities. We believe the early identification, assessment of and provision for pupils with special educational needs is a critical factor in helping every child to reach his/her full potential. The earlier the action is taken the more responsive a child is likely to be.

We aim to work in a culture of co-operation with parents, teaching and non-teaching staff, the LA and other professionals, all making valued contributions. Partnership with parents/carers is a key element in best enabling our children to achieve their potential.

We believe that pupils with SEND should be fully included alongside their peers in both the classroom and playground so far as this is reasonably practicable. We would seek to ensure that every child is fully included in our school community.

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Inclusion of children with SEND

We will focus on identifying and minimising barriers to learning and participation, making lessons accessible to all. We will encourage children to be actively involved in their own learning, co-operating with others and developing respect for their own contributions and those of others.

We believe that pupils with SEN should be supported within the classroom so that they are able to work alongside their peers. However, it may be necessary to support a child outside the classroom temporarily, (in small groups or one to one) to enable more rapid progress in a particular area, or to work on a particular programme set by support services or school staff.

Every child will have the opportunity to be involved in the school day which includes extra curricular activities, education visits, meal times and play times with an appropriate level of supervision/support. The playing and working together of children with and without SEN provides the opportunity for shared learning experiences to the benefit of both groups.

The SEND Code of Practice 2014

Kimberworth Community Primary School is an inclusive school who support a number of children with varying degrees of Special Educational Needs and disabilities.

The school welcomes children with disabilities and we will undertake reasonable adjustments in providing:

- A safe and enabling environment
- Academic, social, emotional and spiritual development
- Access to the full curriculum; by adapting wherever possible the school environment and providing auxiliary aids and services

Access to the Environment

Our setting is fully inclusive and provides access for all children and adults involved in using the school and Centre.

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Access to the Curriculum

The teachers and support staff adopt a flexible approach to curriculum access. Accessibility to the curriculum is achieved on an individual pupil basis. External advice (Learning Support, OT, Physiotherapist, Voluntary Organisation etc.) and parent/carer advice is always sought. The school will provide appropriate materials and equipment to best enable children with SEN and/or disabilities to access the curriculum.

Teachers set high expectations for every child, whatever their prior attainment and set challenging targets for all pupils to enable them to meet their full potential. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned that address potential areas of difficulty and remove barriers to pupil achievement. The school aims to provide appropriate materials and equipment to best enable children with SEN and/or disabilities to access the curriculum.

Identification of Special Educational Needs

Early Identification

Every student's skills and attainment will be assessed on entry to the school. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments need to be made.

The needs of students are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Teachers will make regular assessment of all students and identify those who are making less than expected progress. The first response to any student who falls in to this category will be highly targeted teaching within the area of need. This will be carried out within class as part of Wave 1 - quality first hand teaching. Following this, if there is no improvement, the teacher, in conjunction with the SENCO, will gather further evidence (including the views of the student and parent/carer).
- Concerns raised by parents, the young person and outside agencies. Information they provide will be recorded and taken into consideration.
- Standardised screening or assessment tools.
- Behaviour data.

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Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. If there are concerns, assessment will be made to determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that there are environmental factors impacting the child or family then a multi-agency approach, such as a Family CAF may be appropriate.

Kimberworth Community Primary has a clear approach to identifying and responding to SEND. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to the normally available to pupils of the same age. Children progress at different rates during the Early Years and Foundation Stage. We do not assume that children who are making slow progress must have SEND. Such children are given carefully differentiated and scaffolded learning opportunities to help them progress. Children will receive regular and frequent monitoring of their progress. It is sometimes necessary to take some additional or different action to allow a child to learn more effectively. A child is identified as having Special Educational Needs when a concern has been expressed by the teacher, parent or other professional.

A child will be identified as having SEND when their progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap

It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

An initial concern may be raised by:

- The child's parent/carer
- A member of the inclusion team
- The class teacher
- Another professional e.g. Speech Therapist, Doctor, Educational Psychologist, School Nurse etc.

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A graduated approach

Kimberworth Community Primary aims to support pupils with special educational needs and/or disabilities to achieve their full educational potential by using a 4 phase model: assess, plan, do and review, as described in the SEND Code of Practice 2014. Provision for a child with SEND should always match the nature of a child's needs.

Kimberworth Community Primary uses waves of intervention to help plan for appropriate intervention:

- Wave 1 - Teachers provide quality first class teaching that is differentiated for all
- Wave 2 - A pupil requires additional interventions to enable them to work at age related expectation or higher. School based interventions will be used in school at this stage.
- Wave 3 - Pupils need additional highly personalised intervention. For example: Learning Support Programmes (LSP), Speech and Language programme and other additional 1:1 sessions.

Provision for a child with SEN and/or disabilities should always match the nature of his/her needs. At every phase there is regular recording of a child's special educational needs, the action taken and the outcomes.

Children from Early Years (Below 5 years of age) through to the end of KS2 (11 years) will use the terms:

- School monitoring (where there is an initial cause for concern)
- Informal support
- Formal support
- Education, Health and Care Plan

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Summary of SEN Phases

Phases	Action required
School monitoring	Gathering of information, initial identification and noting of a child's SEN and increased differentiation in the ordinary classroom
Early Years/ School informal support	The class teacher and SENCO devise interventions for an Individual Educational Plan (IEP) that are additional to and different from the usual differentiated curriculum. Funded by school SEN budget.
Early Years/ School formal support	The SENCO and class teacher, in consultation with parents, ask for help from external agencies. Additional and different strategies are put in place. Funded mostly by notional SEN budget.
Education, Health and Care Plan (EHC Plan)	<p>When SEN provision cannot reasonably be provided via the resources normally available in school parents or/and the school may request a formal assessment. An EHC will:</p> <ul style="list-style-type: none"> • Gradually take over from statements meaning all pupils with a statement will have an EHC plan • This transition will take 3 years - It will start with those children who are at transitional years (early years to school settings, infant to junior, KS2 to KS3). <p>EHC plans must:</p> <ul style="list-style-type: none"> • Be focused on outcomes • Be constructed with discussions with parents and children • Set out how agencies will work together • Take into account personal budgets

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Timeline for EHC Plan

- **Request** (with evidence) from young person, parent, setting, school, provider or other.
- **Decision to Assess** - up to 6 weeks; ideally in 2 weeks.
- **Initial meeting** - Assessment Coordinator with young person and or parent to inform and plan process - sets drafting plan meeting for 10th - 12th week.
- **Collating Advice** SENAS collate advice from all involved and draft elements of plan.
- **Drafting Plan Meeting** 10th - 12th week.
- **Sign off by SEND Panel** 13th - 15th week.
- If 'no' then response by **16th week**; proposed and then final EHC by **20th week**.
- Right to dispute resolution, mediation and Tribunal at each decision point:
 - A young person over 16 has right of appeal to SENDIST.
 - Mediation must be considered if in disagreement.

Through the current curriculum and national strategies we match teaching objectives to the needs of our pupils. Through the cycle of observation, assessment, planning and review, we make provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures dependant on the individual child's strengths and weaknesses. A variety of approaches are employed to maximize the achievement of all pupils.

Partnership between Parents/carers and our School

Parents/carers are welcomed into our school and their views are valued. At Kimberworth Community Primary parents are regarded as active partners, especially when their child has a special educational needs and/or disabilities. A pupil's special educational needs and/or disabilities may be transient or more long-term.

Parents/carers of children with SEN and/or disabilities will be fully consulted and have the opportunity to be involved in all aspects of their children's education. This may be through formal and/or informal contact with the school. Meetings will be set formally at least 3 times per year at which point professionals working with the child and family will discuss progress, targets and ways forward.

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The class teacher will retain responsibility for pupils with SEN and/or disabilities and the main point of contact for a parent/carer will always be the class teacher.

Further advice on this policy may be sought at any time from:

1. Ms A Roddis - SEN Co-ordinator
2. Miss M Tapp - Head Teacher
3. Mrs S Rashid - Behaviour/Inclusion Support
4. Councillor Simon Currie - SEN Governor

Pupil Participation

All children and young people have legal rights. Children with special educational needs and/or disabilities have the right to be involved in making decisions about their education. Our children are encouraged to talk about their problems and their needs. They will be encouraged to express their views on the provision made for them.

Our classroom organisation includes opportunities for choices and decision making for all children: We expand this participation as children develop and mature. From an early age, children with SEN and/or disabilities are actively involved in discussions about IEP's and target setting. Their progress and their views will be recorded.

Children are encouraged to share in the recording process and monitor and evaluate their own performance. **Achievements are always celebrated.**

Support for Children with SEN

Within the 4 phase framework any additional help may be in the form of

- Differentiated or scaffolded class-work
- Extra class teacher time
- Use of specific teaching or technological aids, such as computer programs.
- Specific/special resources
- Modification of materials or specific materials e.g. Reading Programs
- Small group work

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- An Individual Education Plan (IEP) covering specific targets
- Parent/carer involvement and Home/School Programmes
- Allocation of additional specialist support staff
- Extra staff time devising planned intervention
- Staff training and development to introduce more effective/specialist strategies
- Referral to LA support services for immediate advice on strategies or equipment

A child's needs are assessed and matched to the appropriate provision. The school employs trained support staff which includes Teaching Assistants (TA's), Higher Level Teaching Assistants (HLTA's) and an Inclusion Officer to work in the classroom with children on the Special Needs or Inclusion Register at the 4 following phases:

- School Monitoring
- Informal Support
- Formal Support
- Education, Health and Care Plan

The support staff may work directly with the children identified with SEN or work instead with the rest of the class, to allow the Class Teachers time to work with a group. The Special Needs Co-ordinator (SENCO) is responsible for planning and monitoring the Individual Education Programme alongside the class teachers.

The SENCO co-ordinates the support available both from within the schools resources and from external agencies to most effectively enable children with SEN and/or disabilities to access the full curriculum.

Kimberworth Community Primary makes full use of the LA Special Needs Advisers, Teacher Support, Training, Educational Psychology Service, Child Mental Health Services, Social Care and Educational Welfare Services.

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Monitoring Recording and Reviewing children with Special Educational needs

The Special Educational Needs of children already identified and others causing concern are carefully considered at each review meeting. A child may have made progress and so could be moved to a lesser phase or taken off the register completely. If a child's targets have not been met, it may be thought appropriate to move the child on to the next stage. Concerns about children may also be noted at other times after consultation with the SENCO.

The SENCO maintains the Intervention data base and oversees children's progress and targets. Class Teachers maintain the updating of the IEP's, setting targets and expected progress of individual children at each stage. Both parents/carers and children are involved at every stage in identifying special needs and monitoring progress in school.

The SENCO oversees the records of all pupils with SEND and reports annually to the full Governing Body.

The Head Teacher updates governors on SEN provision in the termly report.

The SEN Governor has an overview of children with SEN and/or disabilities.

The SEN and Inclusion registers.

Children will be placed on the school SEND register depending on what level of need they have. If children are making progress they can be taken off the register or moved to a different phase. However if the intervention is the reason they are making the progress, then they need to remain on the register. Children who do not have SEN but have a medical diagnosis, are a looked after child (LAC) or have English as an additional language (EAL) shall be on an inclusion register.

Confidentiality is always maintained for children on the SEND Register, their progress is reviewed at regular intervals with their parents/carers are informed when placed on or removed off the register. The timing of review meetings are decided on the basis of the needs of the individual child after discussion with their parents. IEPs will be formally reviewed termly but maintained as a working document. A copy of a child's IEP

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is available to his/her parents/carers. Parents/carers and children are expected to comment on targets at the start and end of the review process.

Roles and Responsibilities

All teaching and non-teaching staff are involved in the implementation of the school's SEN and/or disabilities policy and are fully aware of the school's procedures for identifying, assessing and making provisions for pupils with SEN and/or disabilities. The key to meeting the needs of all children lies in the teacher's knowledge of each child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child. Our termly SEND meetings enable the sharing of best practice to aid this vital process.

Teachers:

- Class teacher retain responsibility for teaching pupils with SEN and/or disabilities.
- 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.
- Teachers are required to gather information about the pupil's progress and compare against national data and expectations of progress.
- Teachers should gather information during early discussions with the pupil's and their parent/carer when concerns about progress have been identified.
- Teachers should scaffold lessons appropriately so children with SEN and/or disabilities can make appropriate progress.

SENCO:

- The SENCO will support the class teacher when gathering information about the pupil's progress and compare against national data and expectations of progress.
- The SENCO has an important role to play with the Head Teacher and Governing Body, in determining the strategic development of SEND policy and provision in the school.

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- The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The SENCO provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies.
- The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEN and/or disabilities receive appropriate support and high quality teaching.
- The Key responsibilities of the SENCO include:
 - Overseeing the day-to-day operation of the school's SEN and/or disabilities policy
 - Co-ordinating provision for children with SEN and/or disabilities
 - Liaising with the relevant Designated Teacher where a looked after pupil has SEN and/or disabilities
 - Advising on the graduated approach to providing SEND support
 - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - Liaising with parents of pupils with SEN and/or disabilities
 - Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - Being a key point of contact with external agencies, especially the local authority and its support services
 - Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
 - Working with the Head Teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
 - Ensuring that the school keeps the records of all pupils with SEN and/or disabilities up to date.

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The Head Teacher:

- Monitors class room teaching to make sure it is quality first teaching and there is appropriate scaffolding of lessons that enables all the class to access the curriculum.
- Works with the SENCO and governing body, in determining the strategic development of SEND policy and provision in the school.
- Works with the SENCO and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Determines the approach to using their resources to support the progress of pupils with SEN and/or disabilities. Along with the SENCO and Governing Body, the Head Teacher should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN and/or disabilities in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- Should ensure that those teaching or working with a child with an EHC plan are aware of their needs and have arrangements in place to meet them.

SEN Governor:

The Governing Body in co-operation with the Head Teacher and SENCO determines the school's general policy and approach to provision for children with SEN and/or disabilities. They will evaluate the effectiveness of their school funding arrangements in supporting and raising achievements of children with SEN and/or disabilities.

On behalf of the Governing Body the SEN Governor has an overview of the policy and provision for SEND (including staffing and funding arrangements). This includes the following duties:

- To work with the SENCO and Head Teacher, to determine the strategic development of SEN and/or disabilities policy and provision in the school.
- Alongside the SENCO and Head Teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

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- Determine their approach to using their resources to support the progress of pupils with SEN and/or disabilities. Along with the SENCO and head teacher, the governing body should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- Discuss with the local authority whether to name the school in a child's EHC plan and approve the draft EHC.
- To annually monitor the SEN budget to ensure all legal budgetary requirements are met or exceeded, and effective use is made of all SEN funds.
- To ensure that the school's commitment to a policy of inclusion of SEN children is not hindered by the application of resources to children with an EHC plan.
- To ensure that all members of the Governing Body understand their legal duties to comply with: the 1988, 1993 and 1996 Education Acts, regarding children with SEN the SEN Code of Practice 2014 the Equality Act 2010.
- To ensure parents are helped to understand procedures and provide user friendly information.

In the light of evaluation and response to consultations on performance, the Governing Body is to consider annually whether the policy needs updating.

Complaints

Kimberworth Community Primary seeks to promote a culture of close co-operation between parents/carers, the centre, the LA and other professionals. It is in this spirit of close co-operation that we can best enable a child to achieve his/her full potential.

Parents/carers are encouraged to contact us if they have any questions or concerns about their child's special educational needs or provision.

Formal parental complaints may be referred to the SEN Governor, after the child's teacher, SENCO and Head teacher have first been approached. Complaints should be either in writing or by appointment.

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Admissions to School

Pupils are admitted to the school according to the admissions criteria detailed in the School Prospectus, regardless of ability or disability. All admission decisions are taken with full regard to the SEND Code of Practice 2014.

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