

The King's Stanley C of E Primary School  
Special Education Needs and Disability (SEND) Policy

## 1: INTRODUCTION

King's Stanley C of E Primary School is an inclusive school. We take safeguarding very seriously and all our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. Many of our policies are interlinked and should be read and informed by other policies. In particular the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

On our website there is a SEND information report. This is a comprehensive set of Frequently Asked Questions that details how we support children with SEN and their parents. The website also includes a link to Gloucestershire's Local Offer for parents and children with SEN and disabilities.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010

### 1:2 The SEND team at King's Stanley C of E Primary School

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to  
KerryAnne Hollis (SENCO)

Please make an appointment with the school office if you wish to talk to the SENCO

### 1:3 Defining SEN

The 2014 Code of Practice says that

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or 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 school. Taken from 2015 Code of Practice: 0-25 years- Introduction xiii and xiv*

## 2: AIMS

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role of SEN
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 10% of our children are at SENS (SEN support). This is below the national average but means that all teachers expect to have children with SEND in their classes.

### **3:1: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Children with SEND are identified as part of the overall approach to monitoring the progress of all pupils in the school

- a) The progress of every child is assessed every six weeks. Any child who is identified as not making progress in spite of Quality First teaching becomes a focus child.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c) The class teacher will take steps to provide carefully differentiated learning opportunities to aid the child's academic progression
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class
- e) Through b) and d) it can be determined which level of provision the child will need.
- f) 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

Children classed as having SEND (Special Educational Needs or Disabilities) can be identified in the following ways

### **3:2: Have difficulties in one or more of the four broad areas of need.**

The areas of need are

- Communication and Interaction
- Cognition and learning
- Social and emotional and mental health difficulties
- Sensory and/or physical needs

We have some assessments in school and can access other assessors such as Educational Psychologists or Teaching Advisers. The tests and assessments can help to identify particular barriers and/or provide standardised scores which can often help us to know whether a child has special educational needs.

### **3:3: Receives ongoing support from external agencies, therapeutic services or advisory services**

For example, a pupil may receive continuing support from professionals such as:

- Speech and language therapists
- Occupational therapists
- Children and Adolescent Mental health Service
- Paediatricians

### **3:4: Has a diagnosis that could impact on a pupil's ability to access the curriculum**

Diagnoses could include, but are not limited to the following:

- Autism spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Dyslexia/Dyscalculia
- Dyspraxia

### **3:4: Has a disability**

A disability is a physical or mental impairment that has a 'substantial' or 'long-term' negative on a child's ability to do normal daily activities

If a child is considered by school to have Special Educational Needs or Disabilities, then they will be placed on the school's SEND register. Parents will be informed if children are added or taken off the register.

## **4: 1: A GRADUATED APPROACH TO SEND SUPPORT**

We believe that the biggest impact on teaching and learning is quality teaching in the classroom (Quality First Teaching). Therefore all teachers are expected to plan differentiated lessons so that all children can access the curriculum. Some children might need specific resources to support their learning e.g. a sloped writing board, now and next cards. These strategies can be recorded on the child's one page profile so that all staff are aware of what works well for pupils in lessons.

If Quality First Teaching does not give the pupil enough support to make progress, then in line with the send Code of practice (updated January 2015) and Gloucestershire Guidance Booklet for Professionals working with Children and young people (0-25yrs) with Additional needs including SEND: King's Stanley C of E Primary School will follow the graduated pathway for children with additional needs and put in the appropriate support. This can either be as part of a My Plan, My Plan + or Education Health and Care Plan

The emphasis is on a person-centred approach. As part of the person-centred approach, pupils are invited to provide information about themselves. This would form **My Profile** – a platform for pupil voice.

### **4: 2 My Plan**

Once a child has been identified with additional needs then he/she will have a **My Plan** written in conjunction with the class teacher, pupil, SENCO and parent, to help meet additional needs. This will be reviewed on a regular basis. If reviews of MY plans show that the child is not achieving outcomes then further involvement of agencies may be required with a possible move to a **My Plan +**. Support provision will be offered depending on the additional needs of the child.

### **4:3 My assessment and My Plan +**

My assessment creates a holistic view of the child from parents, pupil and professionals. This is where wider needs can be addressed. This could be medical/health or social needs relating to home and family which may impact on learning needs and/or wellbeing. The My Plan + focusses on the needs and outcomes to support the child. Reviews take place at about three month intervals or more regularly as required at Team Around the Child meetings to which parents/carers are invited to. If the school feels that they are not able to meet the needs of the child with complex and high level additional within their existing resources, then a request may be made to the local Authority to conduct a more detailed assessment possibly leading to an Education and Health Care Plan (EHCP)

## **4:4 Education and Health Care Plan (EHCP)**

Information will be gathered relating to the current provision provided, action that has been taken and preliminary outcomes of the targets set. A decision will be made by a group of people from education, health and social care about whether 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 EHCP.

Further information about EHCPs can be found via Gloucestershire's SEND Local Offer [www.gloucestershire.gov.uk/localoffer.org.uk](http://www.gloucestershire.gov.uk/localoffer.org.uk)

Following the Statutory Assessment, an EHCP will be provided by Gloucestershire 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 a 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 EHCP 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.

## **5: INTERVENTIONS**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class. When allocating additional TA support to children our focus is on outcomes not hours. We aim to put in sufficient support to enable the child to reach their targets but without developing a learned dependence on an adult.

The school has a range of interventions available and these are detailed in the School's Local Offer. Targets for children with SEN are deliberately challenging in an attempt to close the attainment gap between the children and their peers.

Every term the SENCO sets up a detailed provision map which outlines the support/intervention that each child on the SEND register receives. The interventions are delivered either by trained TAs or the SENCO and are mostly delivered in the afternoons. Details of interventions that are available in the school can be found in the Appendices to the SEND information report.

## **6: MONITORING AND EVALUATION OF SEND**

Every 6 weeks, in line with the school assessment policy, the SENCO

- Analyses the data of all SEND children in terms of progress and their attainment against national expectations
- Analyses the impact of interventions in terms of progress
- Adjusts the provision in light of the data

The SENCO reports back regularly to the SEND governor who in turn feeds back to the full governing body.

Where specific planned provision has been successful and a pupil no longer fulfils the criteria for SEND then they are removed from the register and parents are informed.

## 7: ROLES AND RESPONSIBILITIES

Role	Responsibility
Head teacher	To oversee SEND provision Designated responsibility for Safeguarding
SEND Governor	To oversee and monitor SEND provision within the school. Meeting with the SENCO at least termly to discuss actions taken by the school. She reports back to the governors at every full governors' meeting.
SENCO	<p>The SENCO has an important role to play with the head teacher and Governing Board, in determining the strategic development of SEN policy and provision in school. They will be most effective in that role if they are part of the school's leadership team.</p> <p>The SENCO has day-to day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEN. Including those who have EHC plans.</p> <p>The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision of the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.</p> <p><b>The key responsibilities of the SENCO may include:</b></p> <ul style="list-style-type: none"> <li>○ Overseeing the day-to –day operation of the school SEN policy</li> <li>○ Co-ordinating provision for children with SEN</li> <li>○ Liaising with the relevant Designated teacher where a looked after pupil has SEN</li> <li>○ Advising on the graduated approach to providing SEN support</li> <li>○ Advising on the deployment of the school's delegated budget and other resources to meet pupil's need effectively</li> <li>○ Liaising with parents of pupil's with SEN</li> <li>○ Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies</li> <li>○ Being a key point of contact with external agencies, especially the local authority and its support services</li> <li>○ Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned</li> <li>○ Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements</li> <li>○ Ensuring that the school keeps the records of all pupils with SEN up to date</li> </ul> <p>(SEN Code of Practice Jan 2015)</p>

<b>Class teachers</b>	<ul style="list-style-type: none"> <li>○ To ensure High Quality (Wave 1) teaching and provide accessible differentiation for pupils with SEND</li> <li>○ All 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</li> <li>○ To work within the guidance provided in the SEND Code Of Practice 2015</li> <li>○ To ensure that the children with SEND have access to a broad and balanced curriculum. Teachers should set high expectations for all pupils whatever their prior attainment</li> <li>○</li> </ul>
<b>Teaching Assistants</b>	To support SEN pupils under the direction of the class teachers, subject leaders and SENCO to enable them to make progress
<b>Medical provision</b>	Admin staff are trained as first aiders and hold the Medical Healthcare Plans for pupils. See medical policy for more details

### 8.1: ACCESSIBILITY

As a school we are happy to discuss individual access requirements.

- The school is totally accessible at all levels.
- All doors are wheel chair friendly.
- There is a toilet for the disabled and a wet room with shower.
- A lift enables easy transit between levels.

### 8.2: Access to extra-curricular activities

- Activities and school trips are available to all children.
- Where there are concerns for safety, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs. Parents/carers are consulted and involved in the planning.
- Additional support will be deployed where necessary e. g. A swimming coach alongside a child in the water during swimming lessons.
- However if it is decided that an intensive one-to-one support is required a parent or carer may be asked to accompany their child during the activity.

## 9: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

King's Stanley C of E Primary school has a duty to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEN their provision should be planned and delivered in a co-ordinated way with a healthcare plan. This is required by the Children and Families Act 2014.

## 10: TRANSITION

We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

From Pre-school to Reception

- We will contact the pre-school SENCO in order to ensure that we know about any special arrangements or support that need to be made for your child.
- The school SENCO will attend any final TAC meetings in the pre-school settings
- You will be invited to school to discuss your child's needs

- The Reception teacher will make at least one visit to observe and to get to know your child in the pre-school setting.
- The Reception teacher will visit your child at home
- There is a phased two week start to school

If your child is moving to another school:

- We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and where necessary a planning meeting will take place with the teacher. All Individual Plans will be shared with the new teacher and TA. Parents/carers will have the opportunity to meet with the new class teacher to discuss any concerns they may have.
- Children have at least one session with their new class teacher prior to the new school year.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year Six:

- All records are passed onto the secondary schools.
- The SENCO liaises with the SENCOs from the secondary schools to pass on information about children with SEN.
- Secondary school staff visit pupils prior to them joining their new school.
- All children visit their new school in Term 6. For children with SEN many schools offer additional visits.

## **10: TRAINING AND RESOURCES**

We aim to keep all our staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEN.

The SENCO attends relevant courses and signposts relevant SEN focussed external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO with the senior leadership team ensures that training opportunities are matched to the school development priorities and those identified through the use of provision management.

## **11: COMPLAINTS**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **12: BULLYING**

Any bullying incident is taken seriously by all the staff and Governors at King's Stanley C of E Primary school. See Behaviour Policy for further details

## **12: EQUAL OPPORTUNITIES**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

### **REVIEW**

This policy will be reviewed annually (or sooner in the light of revised legislation or guidance)

Signed:	Head of School	Date: September 2018
Signed:	Chair of Governors	Date: