

Kidsgrove Primary School Special Educational

Needs and Disability (SEND) Policy

Special Educational Need and Disability Coordinator: Mrs Carolyn Gould

SEND Governor: Mr Nigel Butler

Safeguarding Lead: Miss Kelly Pope

Kidsgrove Primary School is an inclusive school. Safeguarding is paramount in our school and all of our policies are developed with a high priority on children's safety and within the context of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Kidsgrove Primary School is part of the Shaw Education Trust which is a multi-academy trust which leads and manages academies in all phases, all sectors and in all communities; who work together to improve provision for children with SEND.

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.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in the curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by these children.

SEND at Kidsgrove Primary School

Our aims and objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for every child.
- To ensure that every child experiences success in their learning and achieves to the highest standard possible.
- 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 and carers.

- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual children.
- To ensure that all staff have access to training and advice to support quality first teaching and learning for all children.

Headlines from the 2014 Code of Practice. From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education Health and Care Plans (EHCP) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school-based category of Need known as 'Special Education Needs Support'(SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCO.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.
- May require help and support one year (or at some time in their school career) and then no longer require it for the rest of their school career – fluidity on and off the SEND register according to the child's needs.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language, numeracy and literacy.
- Planning to develop children's understanding through the use of all available resources, senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour to enable them to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress to enable them to take part in learning.

Special Educational Needs and Disability

The 2014 Code of Practice says that:

A person has SEND 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 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. Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.
- Have a significantly lower level in one subject compare to the others.
- Have a behavioural issue which requires specialist support.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

SEND in these areas can include:

Communication and Interaction

- Autistic spectrum and language disorders

Cognition and Learning

- Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Visually impaired, hearing impaired

Medical Needs

- Epilepsy, bowel disorders, severe allergies

Some children may show difficulties in several areas.

Identifying children with SEND

There can be many issues which can impact on progress and attainment, such as attendance and punctuality; disability; health and welfare, including Looked After Children and those in receipt of Pupil Premium Grant; attendance at several different schools; difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable learners have SEN. Only those children identified as having a learning difficulty which requires special educational provision will be identified as having SEND.

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of good quality first teaching, they are discussed with the SENDCO and Senior Management Team and a plan of action is agreed, as it may be that the child has SEND. Should the class teacher feel they have concerns prior to the termly progress meeting a record of concern can be completed and submitted for the SENDCO to investigate identified issues.

Parents also sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Often, the concern can be addressed through differentiation or some parental support. If progress still does not improve, despite these interventions, the child will then be placed on the SEND Monitoring Register. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCO, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support and assessment. The SENDCO will then take the lead in further assessments of the child's needs. SEND paperwork will be completed to track the child's support and progress throughout school, which is signed by parents. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn, and the outcomes monitored.

The SENDCO can undertake a range of standardised tests with children. These assessments are used to add to and inform the teacher's own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we cannot make medical diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

We will record the strategies used to support a child with SEND using an Individual Provision Map (IPM). This will show the interventions for the child and the teaching strategies to be used. It will also indicate the planned outcomes and, will be reviewed throughout the term. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

If the intervention plan identifies that support or assessment is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IPM. The new strategies will, wherever possible, be implemented in the child's normal classroom setting. Parents will be informed where the child is in need of SEND Support.

If the child continues to demonstrate significant cause for concern, a request for Higher Needs Block Funding will be made to the LEA. If successful an SNA (Special Needs Assistant) will be given hours to work with the class teacher to support the child within their class. A range of written evidence about the child will support this request. This is known as an Education, Health & Care Plan (EHCP), and is a legal document from the authority to provide a child with extra support. Where a child has an EHCP, a Local Authority Annual Review / Person centred review will be carried out.

The Role of the SENDCO

In our school the SENDCO:

- Manages the day-to-day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues.
- Oversees the records of all children with special educational needs.
- Acts as the link with parents.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the special educational needs provision and reports to the governing body.
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contributes to the professional development of all staff.
- Creates and analyses the provision map; working out the cost of interventions and progression.

- Tracks and analyses interventions and the progression of pupils within these groups.
- Supports the SNA, to ensure inclusion and provision for children with an EHCP is effective.
- Holds annual statutory assessment reviews, ensuring there is sufficient evidence for the statement. Arranging and organising multi-agency meetings.

Partnership with Parents and Pupils

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. Parents are also given a copy of their child's Individual Provision Map each term and sign the schools copy to provide a record of this ongoing process and meetings will be held to discuss and review provision and progress towards the set outcomes, at least twice a year with parents.

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are involved at an appropriate level in setting targets in their Provision plans and in the regular review meetings. Children are encouraged to be involved when discussing their progress against their individual target. We recognise success here as we do in any other aspect of school life.

Monitoring and Evaluation

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy. The SENDCO is involved in supporting teachers involved in drawing up intervention strategies and Provision Maps for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold regular meetings. Through the provision mapping staff can see the progress of SEND children and the interventions they have had. Termly provision mapping is given and discussed with staff and a plan of assessment / recommendations is put into place.

The Role of the Governing Body

SEND Governor: Mr Nigel Butler

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body has

identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SENDCO ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. Mr Butler is invited and attends annual review meetings and SEND meetings that may be of interest to him to see how the role works in practice.

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP.

Funding

The first £6,000 of additional funding for SEND children (above and beyond the average educational funding per child of £4,000) should be met by the school from the dedicated schools grant. Where the value of a child's additional needs are greater than £6,000, then the child is classified as a 'High Needs' child and an application for funding from the High Needs Block will be made to the Local Authority. This will involve providing evidence which shows a graduated response to the child's needs in line with the SEN Code of Practice. This process involves reports being provided by school and other agencies who are involved with the child and full parental involvement.

Transition

Arrangements are made to collect all relevant information and records for new entrants through visits to the nursery or home for the Nursery Class or reference to records from a previous school. Transition meetings are held between the Class Teachers, Teaching Assistants and with the SENDCO in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All children in school take part in Transition Days towards the end of the school year, where they will experience their new class environment and become more familiar with their Class Teacher and Teaching Assistant.

Records for children who move to other schools are forwarded to their new school. Information about Year 6 children with SEND is sent to their secondary school during the summer term. This includes National Curriculum levels, SATs results, Education Health Care Plans or Statements of Special Educational Needs, minutes of Review meetings and SEND Support Provision Maps with evidence of outcomes. Meetings are held with the Head of Year and/or SENDCO from the secondary schools.

Transition work and extra visits to secondary school can be arranged, where appropriate by the SENDCO or SNA, to develop confidence and enable the children with SEND to gain some familiarity with other pupils, staff and their new surroundings.

This policy should be reviewed annually.

Signed: Mrs Gould (SENDCO)

Date: 22nd October 2018

Review Date: 22nd October 2019