



# Kington St Michael CE Primary School

## Special Educational Needs and Disabilities Policy

At Kington St. Michael CE Primary School, we firmly believe in providing every possible opportunity to develop the full potential of all our children. All children have the right to a broad, balanced curriculum, including extra-curricular activities, where appropriate, and full access to the National Curriculum.

All of our children at KSM are valued and their self-esteem promoted. We work in close partnership with parents and carers, who play an integral, active and valued role in their child's education.

We use our best endeavours to secure special educational provision for pupils for whom it is required that is "additional to and different from that made generally for other children or young people of the same age in mainstream schools." This is provided within the differentiated curriculum and through Quality First Teaching, in order to better respond to the four areas of need as identified in the Code of Practice 2014.

The Code of Practice states that, "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; 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."

### Objectives of our SEND Policy

- To ensure all pupils with special educational needs and disabilities, (SEND), join in with all activities in school and have full access to the school curriculum
- To identify, at the earliest opportunity, any barriers to learning and participation for pupils with SEND
- To identify children who need SEND support following a process of careful monitoring and assessment. We will ensure that the children will receive Quality Teaching First in the classroom and that effective classroom strategies are adopted and implemented
- To discuss with parents and carers their children's strengths and difficulties, alongside recent assessments, to plan together how to achieve the desired outcomes
- To take into account pupil's views and wishes in order to develop high levels of pupil confidence and a closer partnership with pupils and support them to take ownership of their learning and progress
- To discuss regularly with SEND pupils their progress and their targets, to ensure they are fully aware how to achieve these
- To follow a graduated approach to interventions, to follow a four part cycle of "Assess, Plan, Do, Review"
- To choose the most effective intervention available and to regularly and carefully monitor the impact of this on pupil's learning and progress
- To ensure a high level of staff expertise to meet pupil need, through well targeted professional development and for all staff to have access to training and advice to support Quality First Teaching for all pupils

- To work closely with external agencies and the Local Authority, where appropriate, to support the needs of individual pupils, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners
- To ensure support for pupils with medical conditions, ensuring full inclusion in all school activities through consulting with health and social care professionals as necessary.
- To identify the roles and responsibilities of all staff in providing for children's SEND

### **Identifying SEND**

In accordance with the Children and Families Act 2014, Kington St. Michael CE Primary School aims to identify SEND at the earliest point and then make effective provision that improves the long term outcome for the child. Children with SEND are identified through the following

- The attainment and progress of each child is continually monitored and progress meetings led by English and maths subject leaders and SENCo take place with class teachers three times per year. Data is shared with the headteacher and children not making expected progress are identified.
- Class teachers are constantly aware of their children's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - 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
- Parents and carers occasionally ask us to look more closely at their child's learning. We take all parental requests seriously and make full investigations
- The class teacher, working with the SENCo, will assess whether the child has a SEND. The SENCo may decide to implement a range of standardised tests with the pupil. These assessments can then be used to add to, and inform, teacher's understanding and assessments of the child.

### **Broad Areas of need**

SEND in schools is split into four areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health issues
4. Sensory and physical needs

At KSM school, 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. High quality teaching, carefully differentiated for individual pupils, is our first step in responding to pupils who may have a SEND.

If evidence collected suggests that a pupil may have a SEND and additional support may be necessary, a meeting will be held with the parents, class teacher and SENCo. If appropriate, the child may also be invited to this meeting.

The aim of this meeting will be to discuss strategies that have been used in class and assessments that may have been completed. If necessary, it will also inform parents that the child has been placed formally on SEND Support. Through this meeting, we will agree a plan and any necessary provision for the next term. The decision to give a child SEND Support will be recorded in the school and pupil records.

For pupils who require additional support, the SENCo, class teacher, parents and pupil will meet together to write a 'KSM My Support Plan'.

A 'KSM My Support Plan' documents and records the pupil's and parent's views of the child's strengths, difficulties and the outcomes that could be achieved through a SEND action plan and intervention. These outcomes may be provided within the school or require the involvement of an outside agency. A 'KSM My Support Plan' will set out expected outcomes and will set a date for review. Parents and carers receive a copy of the 'KSM My Support Plan' and the reviews. It is part of the graduated approach of "Assess, Plan, Do, Review" as required by the Code of Practice 2014.

In addition to the 'KSM My Support Plan', each child will also have a 'One Page Profile'. This document will ensure all staff have an awareness of the child's needs and how best to support their learning.

The One Page Profile will be used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This 'One Page Profile' will be used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and their parents. It acts as a guide to the class teacher. These are written annually but may be updated during the year.

If the child does not make the expected progress, in spite of high quality targeted support, or if their needs are complex, the school and parents will consider requesting an Education Health and Care Needs Assessment (EHCP). At this point the 'KSM My Support Plan' will be altered to a 'Wiltshire My Support Plan'. This contains more detailed information and will be completed with the parents, child, class teacher and SENCo.

An ECHP is applied for if:

- The child is Looked After and therefore additionally vulnerable
- The child has a lifelong disability which means they will always need support to learn effectively
- The child's achievements are significantly below their peers and it is likely that the child may, at some point, benefit from Special School provision

An EHCP assessment will involve sending evidence to the Local Authority regarding the actions that have been taken to support the pupil. It will also include reports from the school, parents and any outside agencies that have been involved with the child. If the application is successful, a member of the Local Authority will call a meeting for the parents, child and school, together with any health or social care professionals who are involved with the family. Following the meeting, the Local Authority will produce the EHC Plan which will record the decisions made at the meeting.

### **SEND Support and Specialists**

SEN support will take the form of a four part cycle:

ASSESS- PLAN -DO -REVIEW

This is known as the graduated approach.

We believe that children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. We seek the most effective strategy to attain progress and achieve the desired outcomes.

The strategies decided upon may involve a child receiving additional group work or 1-1 support, working on a specific intervention programme. Our focus is on outcomes, not the hours of support a child might receive. KSM has a wide range of interventions available and these are listed and explained in our

Intervention Programme booklet. A copy of this is given to all parents of children who take part in an intervention programme. Copies are available from the school office and on our website.

Pupils who attend an intervention group will also have an individual Intervention Record. This is stapled into their Reading Diaries. This booklet is completed weekly by the teacher or teaching assistant who is running the intervention group. It will clearly state the learning objectives and this will inform both class teachers and parents what has been taught during intervention lessons.

It may be necessary to consult outside agencies for specialist advice, support and resources. If it is necessary to request support from an outside agency, a Single Agency referral Form (SARF) will be completed by the teacher, SENCo and parent. Should advice be required from several outside agencies, then a Common Assessment Framework form will be completed (CAF). The CAF will be opened and registered with the Local Authority. This document will ensure all agencies, school and parents meet together, set targets and a review date. The CAF will be closed if the pupil's needs are met and support no longer required.

We receive regular support from:

- Speech and Language Therapists
- Hearing Impaired Service
- Educational Psychologists
- Occupational Therapists
- School nurse
- Paediatricians
- Social workers
- Child Adolescent and Mental Health Service (CAMHS)
- Relate Child Counselling services
- Specialist SEN Service (SSENS)

It may also be appropriate for some children to access support groups such as Play Therapy or Equine Therapy. Parents may seek further support from the Parent Partnership (ASK in Wiltshire). This can give help and further information about other relevant services. Information can be found in our Signposting file in the entrance hall.

### **Role of the SENCo at KSM**

As stated in the Children and Families Act 2014 and the Code of Practice 2014, the main roles and responsibilities of the SENCo at KSM are as follows:

- Operational management and day to day running of the SEND Policy
- Overseeing, maintaining and acquiring resources to support SEND and coordinate the range of support available for these pupils
- Providing relevant advice and training for all staff. The effectiveness of such training will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEND provision
- Working alongside class teachers to assist them in assessing for, and identifying, SEND and planning to meet children's needs - through the Graduated Approach, to ensure all children make progress
- Liaising with outside agencies, Early Years providers, other schools, health and social care providers as well as the Local Authority
- Overseeing and coordinating the completion of 'One Page Profiles' and 'My Support Plans'. The SENCo is responsible for the completion of SARFs and CAFs, as well as paperwork relating to the ECHP
- Liaising with the relevant Designated Teacher when a Looked After pupil has a SEND
- Liaise with the parents and carers of children who have SEND

- Evaluating and reporting on the provision for children who have SEND, to the *Governing Body*, in conjunction with the SEN Link Governor
- Liaising with the local secondary schools, so that relevant information is passed on to the Year 7 teachers and support is provided for year 6 pupils as they prepare to transfer to Key Stage 3
- Liaising with the parents of pupils transferring to a new school, or phase of their education. This will ensure parents are informed about their options and to ensure a smooth transition is planned
- Advising on the deployment of the school's designated budget and other resources to meet pupil's needs effectively
- Regularly observing and supporting intervention group work to ensure it is high quality, targeted provision and will monitor the progress of children undertaking intervention
- Ensuring the school keeps the records of all pupils who have SEND up to date
- Working alongside the headteacher and the *Governing Body* to ensure the school meets its responsibilities under the Equality Act of 2010 with regards to reasonable adjustments and access arrangements.
- Holding three SEND Surgeries over the year and invite parents of pupils who have taken part in an intervention programme an opportunity to discuss their child's progress and the impact of the intervention programme on their learning.

### Admission Arrangements

Normal admission arrangements apply. Our admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs, in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need (e.g. wheelchair access) the governors will make **reasonable adjustments** to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP or a Statement, or has been **receiving extra support from LA centrally funded resources** in their previous school, the continuation of this support will be negotiated with **the appropriate member of the LA** to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

### Specialist facilities

There are no specialist facilities or special unit in the school.

### Resources

Most of the resources used by children having special educational needs are available within the classroom. Money will be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy.

### Partnership with Parents and carers

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. The contribution of the parents/carers to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the 'One Page Profiles' and the 'KSM My Support Plans'. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them

to have a voice in deciding the priorities for our School Improvement Plan through the school Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND, this includes discussing the strategies for success in their 'KSM My Support Plans'. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

The Parent Partnership Service is available to give advice and to put parents in contact with other support groups. (Visit their [Parent Partnership](#) website or call 08457585072.)

### **Evaluating the success of our policy**

The policy will be evaluated using a range of evidence:

- An analysis of all teachers' planning by Subject Leaders ensures that a differentiated approach is taken and that the learning objectives in Individual Education Plans are identified and reflected in planning
- Parents/carers will be aware of individual targets set for children by discussing, receiving and having their views recorded on copies of Plans for their child
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own Plans
- Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART)
- Ensuring that outside agencies, where appropriate, have their comments recorded on Plans and are involved in their development
- The School Improvement Plan priorities which may include the provision for SEN
- Any external evaluation or inspection

### **Complaints procedure**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and/or Head teacher. The school's complaints procedure (policy and leaflet available on our website) will then be followed.

The school's Special Educational Needs Coordinator, (SENCo), is Mrs Kate Cavey. Mrs Cavey is also a member of the school Senior Leadership Team.

The school's Link Governor is Chris Ives, who is also the Chair of Governors.

The full Governing Body is responsible for making provision for pupils who have a SEND.

Policy Approved by: \_\_\_\_\_S+C Committee\_\_\_\_\_

Policy Approval Date: \_\_November 2016\_\_\_\_\_

Policy Review Date: \_\_\_\_\_November 2017\_\_\_\_\_