

Kirkby Church of England Primary School Special Educational Needs Disability Policy 2021/2022



Review frequency: Yearly and publish information annually Approval: Governing body DFE Statutory policies for schools Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law September 2014

Please read in conjunction with all other relevant documentation e.g. Inclusion, Behaviour and Safeguarding, Accessibility Plan.

Special Educational Needs:

The SEN Code of Practice (2014) defines Special Educational Needs as

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) Have a significant greater difficulty in learning than the majority of children of the same age.
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind.
- Generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which he/she will be taught.”

There are four categories of need

- Cognition and Learning
- Communication and interaction
- Social Emotional and Mental Health
- Sensory, Physical, Medical

Aims and Objectives:

The aims of the school are to identify, assess and provide full access to the National Curriculum for all pupils. With regard to pupils with SEN we strive to achieve this through early identification; consultation with parents; effective integration; and differentiated teaching which ensures a pupil/curriculum match and the promotion of positive attitudes. All class teachers are responsible for the initial identification and assessment of SEN; they also have responsibility for its provision within the classroom. All teachers are responsible for the progress of all pupils within their class. The SENCO has oversight and a lead role with regard to SEND provision in School. The SENCO, in conjunction with the Head teacher, will liaise with the appropriate support services. The SENCO will form links with local agencies, such as the Speech and Language Therapy Service, School Nurse etc., and LA sources such as Advisors and The Educational Psychologist with a view to forming close partnerships which will benefit children with special educational needs.

Admissions Policy and Inclusion Arrangements:

Children with special educational needs are admitted into school in accordance with our whole-school admissions policy. Our overall aim is to secure inclusion for all pupils (see Inclusion Policy) and enable their full participation in society.

Resources:

Funding for SEN is received through the General School Budget including pupil premium and in some individual cases, additional LA funding. This funding is used to provide support for children with SEN and the provision of appropriate learning and teaching materials. A range of differentiated work is prepared and structured by class teachers, support assistants and the SEN Teacher. A range of time-limited interventions such as Active Literacy and Talk Boost are provided for the children where appropriate.

Graduated Approach:

The school adopts a staged response to pupils' special educational needs, and will endeavour to:-

- Employ clear procedures to identify pupils whose academic physical, social or emotional development is giving cause for concern.
- Identify pupil's areas of weakness which require extra attention from the classroom teacher or other members of staff.
- Identify, plan, do and review, in consultation with parents and involving the pupil as far as possible, support plans designed to meet each pupil's identified needs.

The SEN Code of Practice (2014) sets out a two stage approach**SEND Support:**

The class teacher has the initial responsibility for this – the most important and effective method of assessment in all areas of the curriculum is teacher assessment and observation. Class teachers are responsible for maintaining planning and provision for their class, detailing individual children, their SEND and action being taken. Parents are informed when a child is experiencing difficulties and are kept up to date through a termly meeting where the child's needs and outcomes are discussed and actions by home and school are agreed. Pupil's whose needs are not easily met through normal classroom differentiation and support from the class teacher, will initially undergo in-house assessment. A support plan is drawn up between the class teacher and the parent, supported by the SENCO. Class teachers follow this plan, which will be reviewed at least each term, but more regularly if needed. The SENCO and class teacher will meet regularly to discuss the progress of the child and to decide on whether any further action is needed. Where procedures through the support plan have not precipitated satisfactory progress, the SEN Coordinator will initiate further support from outside agencies. Parents' views will be sought for this review, and they may well be asked to attend a formal meeting. Other agencies/professionals who have had an involvement with the child will also have their views sought; they too, may well be asked by the SENCO to attend a formal meeting to discuss progress and/or next steps.

Education Health and Care Plan:

This stage is identified by the code, as where the LEA takes the lead in assessing pupils and providing/reviewing EHCPs. The SENCO will be responsible for the completion of all relevant paperwork at all stages. Appropriate consultation will be made with all professionals involved with the child. After an EHCP has been made, the LEA must review a child's progress at least once a year.

The Annual Review will:

- Assess the child's progress towards meeting the outcomes specified in the EHCP and collate and record information which the school and other professionals can use in supporting the child.

- Assess the child's progress towards meeting the targets agreed when the EHCP was made, in the case of the first annual review; and the targets set at the previous annual review, in the case of all other reviews.
- Review the special provision made for the child, including the appropriateness of any materials provided, in the context of the National Curriculum and associated assessment and reporting arrangements. The school should provide a profile of the child's current levels of attainment in the different subjects of the National Curriculum and particular reference should be made to any modifications necessary to ensure full access to the National Curriculum. Where the EHCP involves a modification or disapplication of the National Curriculum, the school should indicate what special arrangements have been made for the child.
- Consider the continuing appropriateness of the EHCP in the light of the child's performance during the previous year and any additional special needs which may have become apparent in that time and thus consider whether to cease to maintain the EHCP or whether to make any amendments, including any further modifications or disapplication of the National Curriculum and
- If the EHCP is to be maintained, set new outcomes for the coming year, progress towards those targets will be considered at the next annual review.

Statutory Assessment:

In a very small number of cases the LEA will need to make a Statutory Assessment of Special Educational needs and consider whether to issue an EHCP. Statutory assessment will not always lead to an EHCP as information gathered may indicate that the school can meet the child's needs without the need for any special educational provision to be determined by the LEA through an EHCP. A request for statutory assessment can be made by school; the child's parent or by referral from another agency (e.g. health authority or social services). The LEA will request and consider evidence from those involved with the child. If the LEA decides not to make a statutory assessment they must write to the parents and explain the reasons and set out the provision they consider would meet the child's needs appropriately. If the LEA decides that an EHCP is necessary it will draft a proposed EHCP and send it to the child's parents.

Access to the curriculum and Integration:

We aim for integration in all areas as far as is reasonably practicable, as regular withdrawal will affect access to the curriculum. Where children are withdrawn the interventions provided are time-limited and measured. Class teachers are responsible for their own organisation and teaching styles but it is recognised that differentiation of work will be a necessary tool for the accommodating of children with SEN in the classroom. There is no substitute for good teaching.

In-service Training:

All teaching staff have received training in areas such as differentiation, teaching methods. Teaching Assistants have received training in a range of methods to support children with SEN. Continued training to support children with SEN in school is a priority for all staff within school. The SENCO is available for discussion and advice relating to pupils, materials and methods of approaching problems. A resource bank of suitable materials is available to support children with SEN. The whole of this process is under constant review. Evaluation takes place, in particular, in the light of progress made, or difficulties experienced by pupils during the course of a learning programme.

External Support Services:

A range of support services are involved with children at Kirkby CE. We have visits from Educational Psychologists and other support services such as Speech and Language Therapists, and Visually Impaired and Hearing Impaired Services support staff. The support services also provide informal and formal training to assist with the teaching of children with special educational needs. Support staff are also responsible, with the SENCO, for the planning of any modification to the curriculum.

Partnerships with Parents:

Parents are informed of any concerns a teacher may have. Parents are also informed through a consultation meeting when a child is identified as Wave 2 intervention or Wave 3 SEN support. Parents are as far as possible with the work which teachers set for children with SEN and are often asked to support this at home. Parents are informed of changes arising from review and their own views will have been sought where this is possible. If a child has an EHCP, parents will be asked to contribute more formally to a review at least once a year. If a parent has a concern regarding support for a child with SEN the SENCO will be available to meet with them and discuss the concern.

Record Keeping and Assessment:

Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate age related expectation to meet their needs. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents. A variety of testing and assessment will be used, appropriate to the child and their needs. All pupils are teacher assessed half-termly and monitored against age related expectations.

Complaints:

Arrangements for considering complaints about SEN provision within the school: The school will provide the opportunity to deal with any complaints which might arise concerning its SEN provision: When a complaint is received it shall be forwarded to the Head Teacher (the same day) the Head shall make arrangements to discuss the complaint with the complainant and with the other persons concerned, a meeting may be held with the aim of resolving the matter. If the complaint cannot be resolved the complainant would then be informed of such persons whom he/she may make further representations e.g. The Chairperson of the Governing Body, The Director of Education/Representative. All complaints regarding provision for SEND pupils should be offered mediation prior to any formal proceedings.

Evaluation:

This policy will be reviewed annually. The progress of SEND pupils is reported to the GB each term at the Full Governors Meeting. Full details of the school offer are available on our website.