



# Special Educational Needs and Disability Policy

September 2022

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SEND Governance	Academy Improvement Committee <a href="mailto:enquiries@keelby.lincs.sch.uk">enquiries@keelby.lincs.sch.uk</a>

## Our Philosophy:

Keelby Primary Academy is committed to providing an appropriate and high quality education to all children in our care. We believe that all children, including those identified as having special educational needs or disability (SEND), have an entitlement to a broad and balanced curriculum which is accessible to them, and to be fully included in all aspects of Academy life.

We aim to engender a sense of community and belonging, and to offer focused opportunities to learners who may experience difficulties. We will endeavour to respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

*This policy reflects the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. This policy will be shared with all stakeholders through the Keelby Primary Academy webpages. A printed copy can be provided if necessary.*

## Aim:

At Keelby Primary Academy we aim to provide high quality teaching that is differentiated and personalised to meet the individual needs of the majority of children in our care. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

At Keelby Primary Academy we aim to know precisely where all of our children, including those with SEND, are in their learning and development.

We will:

- ensure decisions are informed by the insights of parents and those of the children themselves
- have high expectations for all children, and set stretching targets for them
- track all children's progress towards these goals
- keep under review the additional or different provision that is made for children with additional needs
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

### Objectives:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole Academy" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs & Disability Co-ordinator (SENDCo) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

### Identifying Special Educational Needs:

At Keelby Primary Academy teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Keelby Primary Academy has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point

and then making effective provision improves long-term outcomes for the child. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. At Keelby Primary Academy we believe that making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching.

Class and subject teachers, supported by the senior leadership team, make regular assessments of the progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

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
- widens the attainment gap

### Broad areas of need:

There are four areas of SEND. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the Academy needs to take, not to fit a pupil into a category. At Keelby Primary Academy we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

- Communication and interaction:  
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- Cognition and learning:  
Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health difficulties:  
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory and/or physical needs:  
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The following issues may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and Academics provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to child’s behaviour will be described as an underlying response to a need which we will be endeavour to recognise and identify clearly through our knowledge of the child.

### A Graduated Approach to SEND Support:

At Keelby Primary Academy teaching staff follow the ASSESS – PLAN - DO – REVIEW cycle to ensure that all children’s learning needs are met. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including those pupils who access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality first teaching.

Teachers plan using a class Provision Map which outlines pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

If a teacher has deeper concerns about a pupil that require interventions that go above and beyond high quality first teaching, the class teacher will invite the pupil's family in to school to discuss how best the curriculum and the learning environment can be further adapted to reduce barriers to learning and enable them to access the curriculum more easily. At this point Cycle 1 of the Graduated Approach document will be created. After a review period, and by following the KPA Graduated Approach flow diagram, the class teacher will decide to either keep monitoring the pupil on Cycle 1, refer to the SENDCo and move on to Cycle 2, or to remove the pupil from the Graduated Approach entirely. At all times the pupil and their family will be involved in the discussions and decisions made.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources and/or additional adult help. These adaptations may include strategies suggested by the SENDCo and/or external specialists.

When considering whether to add special educational provision the class teacher and SENDCO consider all of the information gathered from within the Academy about the pupil's progress, alongside national data and expectations of progress. This includes accurate formative assessment.

Where a child is receiving SEND support we will liaise with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and ourselves. We will meet parents at least three times each year. The views of the pupil will be included in these discussions. It will also specify a target review date.

For higher levels of need, we have the option to draw on more specialised assessments from external agencies and professionals, such as Specialist Teachers and Educational Psychologists.

### Managing Pupils Needs on the SEN Register:

An annual SEND calendar is completed by the SENDCo in September. This outlines all SEND requirements for the academic year ahead, including cycle reviews.

Provision Maps are working documents that are constantly used and reviewed by class teachers to inform planning and intervention. Their use is closely monitored by the Senior Leaders of the Academy. Provision maps are reviewed and updated at least termly, according to the most recent assessment data. During termly Pupil Performance Meetings,

Provision Maps are used as a basis for a focused professional dialogue between each class teacher and the head teacher.

Graduated Approach Cycles are working documents that are constantly used and reviewed by class teachers and support staff, to best provide provision for those children in need of further support. Their use is closely monitored by the Senior Leaders of the Academy. Graduated Approach Cycles are reviewed and updated at least termly, according to progression made against the targets set within them. Graduated Approach Cycles Review Meetings are held termly between SENDCo, the pupil and their family. Communication with parents is vital, and is structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed aims sought for the child and the next steps. Parents will also be directed to further information given in the Keelby Primary Academy Local Offer, as well as the information, advice and support which can be found in the Lincolnshire Local Authority Local Offer. Information gained at these meetings will be added to the child's file.

A Graduated Approach Cycle is a working document, which tells all involved parties what needs have been identified, how to remove key barriers to learning effectively, the clear outcomes to be achieved within an agreed time frame, and who is responsible for providing the support. Each class teacher is responsible for maintaining and updating the Graduated Approach Cycle.

Once various levels of support have been provided for a child, and evidence regarding the child's progress against targets set has been collated, it may be necessary to put further provision into place. In consultation with parents, the class teacher and the SENDCo have the option of inviting external agencies into Academy to provide further support.

As an Academy we have direct access to;

- Educational Psychologists,
- Emotional and Behavioural Support Service,
- Specialist Teaching and Psychology Service,
- Speech and Language Therapy,
- Social and Communication Outreach
- Emotional and Wellbeing Support

A child will never be seen by a consultant from an outside agency without the prior consent from a parent/carer. The use of specialist services will be monitored by the SENDCo.

Parents will be given the opportunity to meet the consultant to discuss findings, and will be given a copy of any reports made.

### Criteria for Exiting the SEND Support Register:

When it is clear that a child no longer requires SEND support, the class teacher and SENDCo will come to a decision to remove the child's name from the SEND Support Register. The child may still be provided with extra provision highlighted on the class provision map. Parents will be invited into Academy to discuss the next steps for their child.

If a child is transferring to another Academy, it is the responsibility of the SENDCo and the class teacher to ensure that clear lines of communication between settings are opened, in order to discuss the child's on-going needs, and the support that they have received. We will pass on information in a variety of ways, including;

- The transfer of all formal assessment files and teacher information,
- Verbal discussion of the child's specific needs with new class teacher and/or SENDCo.

### Supporting Pupils and Families:

Keelby Primary Academy is proud of the open door policy that we have with our parents and families. Parents are welcome to make an appointment to speak with their child's class teacher, SENDCo, or the Head of School at any time, to discuss their child's needs. The SENDCo is available for virtual, phone call or face-to-face appointments after school, in line with COVID-19 guidelines.

External support for families with children with SEND can be found in the LA local offer at <http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/> (Regulation 53, Part 4)

It is a statutory requirement for Academy to provide a SEND Information Report. This report should be updated annually and any changes to the information occurring during the year should be updated as soon as possible (Regulation 51, Part 3, section 69(3)(a) of the Act) This report combines the SEND policy and the Local Offer.

The admission arrangements for Keelby Primary Academy can be found in our Admissions Policy, in the policy pages of our website <http://www.keelby.lincs.sch.uk/> alternatively, paper copies can be obtained from the Academy office.

Children with SEND may enjoy a range of examination concessions, including extra time, use of laptops, scribes and rest breaks. These would be dependent on evidenced need. Examination concessions are not always decided by the Academy, and regulations frequently change. These concessions are not designed to give pupils an advantage. The concessions are to mitigate for pupils' needs.

Transition between classes and across key stages is smooth and consistent throughout the Academy. Classes spend various sessions with their new class teacher in the weeks leading up to the new academic year. Teaching staff are allocated time to discuss the cohort in detail and pass on relevant documentation including; Graduated Approach Cycles, current Provision Maps and Pastoral Information. If the class teacher or the SENDCo feels that transition is an issue for a certain child, additional sessions will be arranged, including meetings to give the parents the opportunity to meet the new class teacher before the academic year begins.

All of the local secondary Academy's work closely with us to help us to provide all of our children with a smooth transition between settings. This may be done in a variety of ways, including:

- Year 6 children going to spend exciting taster days at their new Academy,
- Secondary Academy teaching staff coming in to our Academy to teach 'Transition Units of Study' so that the children are more aware of what will be expected of them from a learning standpoint in their next Academy,
- Staff from both settings closely discussing the needs and strengths of the cohort in readiness for the move,
- Transfer of information and assessment files.

In cases where a child may have greater needs regarding transition, additional support will be provided according to the needs of the child. This may include;

- Additional taster days at the secondary Academy,
- Parental involvement in 'Transition Meetings' between Keelby Primary Academy staff and the staff of the secondary Academy.
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### Supporting Pupils at Academy with Medical Conditions:

The arrangements for supporting children with medical conditions at Keelby Primary Academy can be found in our Supporting Children with Medical Conditions Policy, in the policy pages of our website <http://www.keelby.lincs.sch.uk/> alternatively, paper copies can be obtained from the Academy office.

Keelby Primary Academy recognises that pupils at Academy with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some pupils may be in receipt of an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014).

### Supporting Pupils during COVID-19 restrictions:

#### Targeted support with SEND due to COVID and virtual learning

Our school's home learning offer provides daily support to all pupils via the delivery of daily activities and resources in English, Reading, Maths and one foundation subject. These resources are delivered via the use of ClassDojo, which is a platform that allows staff to interact in real time with pupils and parents on a daily basis. This ensures that a clear route of communication can remain open throughout a closure. Tasks have been designed to support consolidation of prior knowledge, skills and learning. In addition to activities supporting the targets outlined on a child's GPA document that has been previously agreed between the child, parent and teacher.

For those pupils who are in need of additional support and guidance, we have created more personalised and structured activities to ensure that home learning is as accessible as



possible. This has developed in a variety of way that include, alternative activities, consolidation activities to reinforce prior learning, offering additional scaffolding, direct conversation with parents and pupils, support with physio and occupational therapy routines.

Children with EHCPs are entitled to attend school in accordance with Government guidelines and provision will be made for them in school. Risk assessments will be in place for children with EHCPs to support safe working and to ensure that the correct provision can be provided.

#### How school is implementing the Graduated Approach cycles 1-3 in the event of a child being at home due to COVID-19.

As per our school's current Graduated Approach (GPA) relating to SEND support, we are continuing to Assess, Plan, Do and Review progression and outcomes from GPA documents. This is done via the class teacher checking in with pupils and parents that require additional support on a weekly basis to assess pupil's needs in event of a child being at home due to COVID guidelines. Thus, allowing class teachers to then plan additional or alternative resources and actions that could better support or enhance the home learning offer.

If support with routine and emotional support at home is needed, then pupils are referred to ELSA and a weekly check in with the school's Emotional and Learning Support Assistant will take place, with additional activities and support offered. In doing so, this allows class teachers, parents, ELSA and SENCO to discuss pupils and create a plan with outcomes to offer suitable support. As per the current review cycle, reviews of all GPA documents will be review once school reopens in collaboration with pupils, parents, SENCO and class teachers. This will ensure that the best reintegration into school can happen and in addition allow for the identification of any issues that have arisen and then seek additional support and advice to best support pupils.

#### Information about how statutory assessments for EHCP and Annual Reviews are being carried out and submitted to the Local Authority in accordance with COVID-19 guidelines

All evidence for statutory assessments for EHCPs and Annual Reviews will be gathered via the use of digital reports from professionals, parents and Local Authority. In the event a formal review takes place, then the necessary review documentation and reports will be gathered and then emailed securely to the relevant parties who will attend the review.

Formal meetings for Annual Reviews and assessments will place via Microsoft Teams with all the relevant parties invited. If someone is unavailable to attend, they will be asked to submit a report that can be shared with all relevant parties during the meeting.

The SENCO will be responsible for completing the review documentation and liaising with relevant parties prior and post meeting. The SENCO will be responsible for submitting the completed paperwork to the Local Authority.

#### Arrangements for communicating with parents/carers in the event of a partial or full closure

Our school's home learning offer provides daily support to all pupils via the delivery of daily activities and resources in English, Reading, Maths and one foundation subject. These resources are delivered via the use of ClassDojo, which is a platform that allows staff to interact in real time with pupils and parents on a daily basis. This ensures that a clear route of communication can remain open throughout a closure. Tasks have been designed to support consolidation of prior knowledge, skills and learning.

The use of private messages between parents/carers and class teachers allows for information to be shared and discussed on a one to one basis. The use of the Class Story allows the class teacher to share daily home learning and whole class messages and support to the entire class.

Parents also have access to the class teacher's email address, ensuring an alternative form of communication is available.

The school office will remain open during our school's opening hours, allowing parents/carers to call and email via the office. This also allows the opportunity for ELSA, class teachers and SENCO to communicate verbally with parents. All staff ensure that contact has been made with families on a weekly basis.

#### How school is involving other bodies including Health and Social Care in accordance with COVID-19 Guidelines

If a parent wishes make a complaint for children with SEN or unhappy about any issues regarding the school's response to meeting these needs they can contact the contact the following:

1. Your child's class teacher,
2. The SENDCo,
3. The Head of School.

These can be done via email or direct contact made via the school office.

For complaints, please contact the Academy Improvement Committee with responsibility for SEND. The Academy Improvement Committee can be contacted via the school office\_

#### **Monitoring and Evaluation of SEND:**

The monitoring of provision and SEN practice is the responsibility of the SENDCo, the Senior Leadership Team and the Head of School. Planning and teaching is monitored closely through planning and book trawls, and teaching observation. This is completed in conjunction with Pupil Progress Meetings and further professional dialogue. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

Staff, parent and child views are collated in annual questionnaires. Parents of children with SEND are invited to state their views at review meetings. The views of children with Education and Health Plans have their views canvassed before annual review meetings.

The SEND representative of the school's AIC regularly meets with the SENDCo, the Head of School and the Executive Principal for SEND updates.

### Training and Resources:

The training needs of staff are identified and planned by the Senior Leadership Team in conjunction with the staff of the Academy, and with reference to the Academy Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the Academy's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

### Storing and Managing Information:

Documents and confidential information is stored in a secure server. This is in line with current GDPR guidelines, the Academy policy on Information Management and our confidentiality policy.

### Further Roles and Responsibilities:

Designated members of staff with specific Safeguarding responsibility	Mrs Steve Claybourn (lead) Mrs Annabel Atkin (deputy)
Designated member of staff responsible for managing PPG/LAC funding	Mrs Annabel Atkin
Designated member of staff responsible for managing the Academy's responsibility for meeting the medical needs of pupils	Mrs Annabel Atkin

### Reviewing this Policy:

This policy will be reviewed annually, in line with NASEN guidelines.

## Accessibility:

### Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, have placed a duty on all Academies and LAs to plan to increase over time the accessibility of Academies for disabled pupils and to implement their plans.
- As a Academy, we are required to produce accessibility plans and LAs are under a duty to prepare accessibility strategies covering the maintained Academies in their area.
- Access to the physical environment of the Academy has been adapted to cater for children and adults with mobility issues. Ramps are in place to aid access into Academy from a variety of exits, and grab bars are situated in toilets throughout the Academy. Areas of the Academy that may cause problems for children with depth perception, with the use of yellow tape along steps/stage edges etc.
- At Keelby Primary Academy we ensure that all children and parents have equal access to all written documentation. Most documents are available through the Academy website for personal downloading and adapting for preference, and paper copies are always available from the Academy office. We offer the service of enlarging documents or copying onto coloured paper if requested. We will sensitively offer a reading service to families if we feel that adult literacy in the home is an issue.
- Parents and carers can contact key staff in several ways;

Academy office telephone	01469 560366
Academy office email address	enquiries@keelby.lincs.sch.uk
SENDCo email address	s.claybourn@keelby.lincs.sch.uk
Head of School email address	t.whiting@keelby.lincs.sch.uk

- Your first point of contact should always be with your child's class teacher. Class teachers are often available before or at the end of the Academy day. Please call the Academy office, and a suitable appointment will be made for you.

## Dealing with Complaints:

The arrangements for making a complaint regarding SEND can be found in our Complaints Policy, in the policy pages of our website <http://www.keelby.lincs.sch.uk/> Alternatively, paper copies can be obtained from the Academy office.

## Bullying:

Bullying is taken very seriously at Keelby Primary Academy. The Academy's stance on bullying can be found in our Behaviour Policy, in the policy pages of our website <http://www.keelby.lincs.sch.uk/> Alternatively, paper copies can be obtained from the Academy office.

## Appendices:

Please find a copy of the Keelby Primary Academy SEND Information Report, 2018 on our webpages at <http://www.keelby.lincs.sch.uk/>  
Appendix 1: Keelby Primary Academy Local Offer

### Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for Academics DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Academies SEN Information Report Regulations (2014)