



***Kennington
Primary School
Special Educational Needs Policy***

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<i>Reviewed/Updated by</i>	<i>Date</i>	<i>Signed</i>
<i>Mrs E. Stribbling</i>	<i>June 2017</i>	<i>E. Stribbling</i>

This Policy has been created by Mrs Edwina Stribbling in liaison with the Headteacher, SEN Governor, SLT and staff.

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

- * Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 0 – 25 Years (July 2014)*
- * Schools SEN Information Report Regulations (2014)*
- * Statutory Guidance on Supporting students at school with medical conditions April 2014.*
- * Safeguarding Policy Accessibility Plan*
- * Teachers Standards 2012*

The Policy

The Policy reflects the principles and procedures as set out in the SEND Code of Practice, 0-25 guidance on the Identification, Assessment and Provision of Special Educational Needs. It sets out a framework within which pupils with SEN at Kennington Primary School can benefit as fully as possible from their education entitlement.

Policy Statement

At Kennington Primary School we believe that:

- SEN children should have access to a broad and balanced curriculum, including the National Curriculum*
- they should experience success and make the greatest possible progress, intellectually, emotionally and morally in a caring and secure environment*
- the child's education is very much a partnership between the parents/guardians at home and the teachers here at school.*

AIMS

The aims of the staff for children with SEN are to:

- *encourage, motivate and stimulate in a rich and varied environment*
- *foster positive self esteem*
- *encourage awareness and positive involvement of parents/guardians in their child's learning process*
- *enhance pupil involvement*
- *uphold the principles of equal opportunities*

OBJECTIVES

- *Identify SEN children, as early as possible.*
- *To work within the guidance provide in the SEND Code of Practice, 2014*
- *Devise Individual Education Plans (IEPs) to target individual difficulties.*
- *Provide support which is additional to or different from that generally available for all pupils.*
- *To provide support and advice for all staff working with special educational needs pupils.*
- *Involve external agencies (e.g. Educational Psychologists, SEND, Speech Therapists, school nurse where necessary.)*
- *Monitor, assess and review individual progress.*
- *Provide children and their TAs with the best learning environment.*

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

All pupils have special needs. This is recognition of individual differences, strengths and weaknesses, personality and circumstances. Some of our pupils have special educational needs. This is the outcome of assessment which shows that some children have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age

Special educational provision means: provision which is additional to or otherwise different from the educational provision made generally for children of the child's age in maintained schools in the area.

Such children may have moderate learning difficulties, specific learning difficulties, social, emotional and behavioural difficulties, speech and language difficulties or physical or sensory difficulties.

At Kennington we take into account what is NOT SEN but may impact on progress and attainment;

- *has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority*

Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- *Attendance and Punctuality*
- *Health and Welfare*
- *EAL (A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language which he/she is taught.)*
- *Being in receipt of Pupil Premium Grant*
- *Being a Looked After Child*
- *Being a child of Serviceman/woman*

ASSESSMENT AND IDENTIFICATION OF SEN CHILDREN AT KENNINGTON PRIMARY SCHOOL

*The method of identify and allocating provision at Kennington follows a **graduated approach**:*

Each child's education will be planned for by the class teacher Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or teaching assistants in class.

Additional Need

If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher or teaching assistant. The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the teacher to establish the effectiveness of the provision and to inform future planning.

Higher Needs

If a pupil has higher level needs this may result in them being identified as requiring SEN support and in the creation of a pupil IEP. The formulation of a pupil IEP will involve the parents /carers, child and where applicable other relevant professionals. This process will identify targets for the child and how they may be achieved.

Complex Needs

If a pupil's needs are more complex a formal assessment for an educational, health and care plan may be undertaken.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

Teaching Strategies and Organisation

Individual Education Plans are devised for each SEN pupil. The IEPs include SMART targets (i.e. Specific, Measurable, Attainable, Realistic and Time related), the teaching strategies to be used, the provision to be put in place, the contribution from parents, the involvement of external specialists, and when the plan is to be reviewed.

Kennington now has three tutorial rooms so that small groups of children can be withdrawn. More able children, SEN children and children of average ability use this facility so no child is made to feel different. The setting benefits from a quiet, calm atmosphere with fewer distractions, particularly important for the SEN child, where poor concentration can be a contributory factor to his/her learning difficulty.

Monitoring, Reviewing and Record Keeping

Monitoring is carried out by the class teacher, the SENCO, TAs, and outside agencies.

The reviews focus on the progress made by the child, the effectiveness of the IEP, the contribution made by parents, updated information and advice and future action.

Class teachers keep individual records in line with those set out in the core curriculum policies and the SENCO, class teachers and support staff have a record of IEPs.

CRITERIA FOR EXITING THE SEN REGISTER

Pupils are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

SUPPORTING PUPILS AND FAMILIES

We aim to work in partnership with our pupils, their parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our school SEN offer is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about: Our admissions arrangements. Our links with other agencies. Our arrangements for assessments. Our transition arrangements Our school policy on managing medical conditions of pupils

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At Kennington Primary School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. At times, children with special educational needs and/or disabilities (SEND) may require specific medications to be administered. Any arrangements regarding medications for children with SEND will need to be discussed with the SENCo. The SENCo may arrange a meeting with the parent and the school nurse. We may decide that a Health Care Plan is needed. This would give details of any medications as well as when and how they are to be administered. Children's medicines are kept centrally (in a fridge if necessary). Asthma inhalers are stored in a medical bag in each class and Epipens are kept in an appropriate place in class and in the school office. We ensure that your child knows where their inhaler or Epipen is to be kept. Any child needing medications (including children

with SEND) will require a parental permission form to be completed. These are kept in the school office

MONITORING AND EVALUATION OF SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy will be reviewed annually by the whole staff, governors and any amendments made to comply with the new legislation Effective implementation of the SEN policy will be evaluated by:

Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met. Ensuring that available resources are appropriate for children's needs and adding to them as necessary. Reviewing the practical arrangements for ensuring that children are able to participate in all school activities. Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent meetings. Ensuring that school records are kept up to date for each individual child. Reviewing the progress of children by using ANP's to ensure they are reaching their potential. Termly consultations to discuss the progress of children with SEN. Annual reviews of children with an Educational Health Care plan.

TRAINING AND RESOURCES

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 are allocated by top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3)

ROLES AND RESPONSIBILITIES

The Special Educational Needs Co-ordinator – SENCO The SENCO is responsible for:- The day to day operation of the policy. Liaising with and advising fellow teachers. Coordinating provisions for children with SEN. Maintaining the school's SEN register. Liaising with parents / carers of children with SEN. Identifying and contributing to the in-service training of staff. Liaising with external agencies, including the Educational Psychological Service and other

support agencies, medical and social services and voluntary bodies. The SENCO identified in school will actively encourage a positive working partnership between the parent / teacher / psychologist / other agencies, working to meet the special educational needs of each pupil.

STORING AND MANAGING INFORMATION

All documents relating to children and young people on the SEN Register are stored in a locked cupboard in the SEN/PPA room. These are all kept in school whilst the child attends. If the child leaves all documents are copied and sent to the next setting by recorded delivery. The original is then sealed and stored securely until the child reaches the age of 25.

REVIEWING THE POLICY

The policy needs to be reviewed January 2018