

Kingsfield Primary School

A member of the Active Learning Trust



Statement / Policy Summary	
This policy looks at the school's approach to Special Educational Needs and / or Disabilities. It takes full regard to the Code of Practice for SEND.	
Date ratified:	Spring 2021
Date of review:	Spring 2023

Equalities Impact Statement	
Has this policy fully considered the school's equality objectives and statement?	Yes
Is there any impact upon the school's equality objectives?	Yes
If 'yes', are these clearly described and their impact assessed?	Positive impact upon inclusion

SENDCO: Mrs Lauren Read - fully accredited with the National SENDCO Award and member of the senior leadership team within the school, acting as Assistant Headteacher for Inclusion and Behaviour.

Contact with the SENDCO should be made via the school office on 01354 692323 or office@kingsfield.cambs.sch.uk.

Compliance

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

- Equality Act 2010: advice for schools DfE (September 2015)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (September 2017)
- The National Curriculum in England, Key Stages 1 & 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (June 2013)

This policy was created by the school's SENDCO in consultation with the school's Interim Executive Board and school staff, reflecting the SEND Code of Practice 0 – 25 (2014) guidance.

1. Introduction

At Kingsfield Primary School we are committed to providing a high quality, broad and balanced curriculum for all children; the National Curriculum is the starting point for all children's learning.

At some point during their school career, a child may have particular learning needs which require additional or different provision. All staff recognise that every child has gifts, abilities and areas needing development which need to be adequately addressed by their class teacher. We believe that 'every teacher is a teacher of every child or young person including those with SEN' (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014), class teachers are responsible for the learning and progress of all children. The school's SENDCO and Intervention Team support teachers and pupils with additional provision and strategies to support all pupils to make progress.

This policy ensures that curriculum planning for children with special educational needs and disabilities (SEND) takes into account the type and extent of any difficulties experienced by the child. The school will ensure that parents/carers are involved in decision-making, where necessary and possible, about SEND provision being made for their child.

All children with special educational needs and disabilities (SEND) will be admitted to the school in line with the school's agreed Admissions Policy, as identified in the school prospectus.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled or those with medical conditions will necessarily require this provision. A child with asthma or diabetes, for example, may not have special educational needs but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2. Our Aims and Objectives

2.1. Aims

Kingsfield Primary School aims to:

- Raise the achievement of all children;
- Promote the self-esteem and motivation of all children, enabling full access to the life of the school and opportunities offered;
- Identify children's additional needs as early as possible and implement appropriate support;
- Listen to children's views and involve them in planning their education;
- Work in partnership with parents.

2.2. Objectives

These aims will be realised and recognised in the school environment as follows:

- The curriculum, for those with additional needs, will be fulfilled by breaking down work into smaller steps so that the level of the task matches the ability of the child and enables them to make progress from their individual starting point;
- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives from the school's curriculum;
- Specific individual needs will be taken account of at the planning stage for all learning;
- Various grouping arrangements will be used to create opportunities for children to take on different roles and to access learning at the appropriate level;
- The SENDCO alongside class teachers and support staff will organise effective use of people, interventions, resources and time to maximise the learning of all children;
- The school will liaise with other agencies e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support where the school feel there is sufficient need and the child meets the different agencies' thresholds for involvement.

3. Identification of Need

3.1. Introduction

Children with special educational needs have learning difficulties that call for extra provision to be made. 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;
- A disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for other children of the same age in schools within the area of the Local Authority.

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. However, all children are assessed when they enter 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.

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

3.2 Identification

A pupil will be deemed to have Special Educational Needs *'where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'* (SEND Code of Practice 0 – 25, 2014, p94). A pupil's Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

At Kingsfield Primary School, we will endeavour to identify pupils with SEND at an early stage in their educational career although we recognise that some pupils' needs will only become evident as they develop and grow older.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and / or Mental Health Difficulties (SEMH)
- Sensory and / or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- Their attendance and punctuality;
- Their health and welfare;
- Having English as an Additional Language (EAL);
- Being in receipt of the Pupil Premium Grant;
- Being a Looked After Child (LAC);
- Being a child of a serviceman/woman.

3.3 Graduated Response and Progress Rates

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014).

Using teachers' assessments and in discussion with parents, the SENDCO and class teachers will meet half termly to discuss the provision needs of the pupils in their class at **Universal**, **Targeted** and **Special Support** levels. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated including the behaviour exhibited in school and reported behaviours from home.

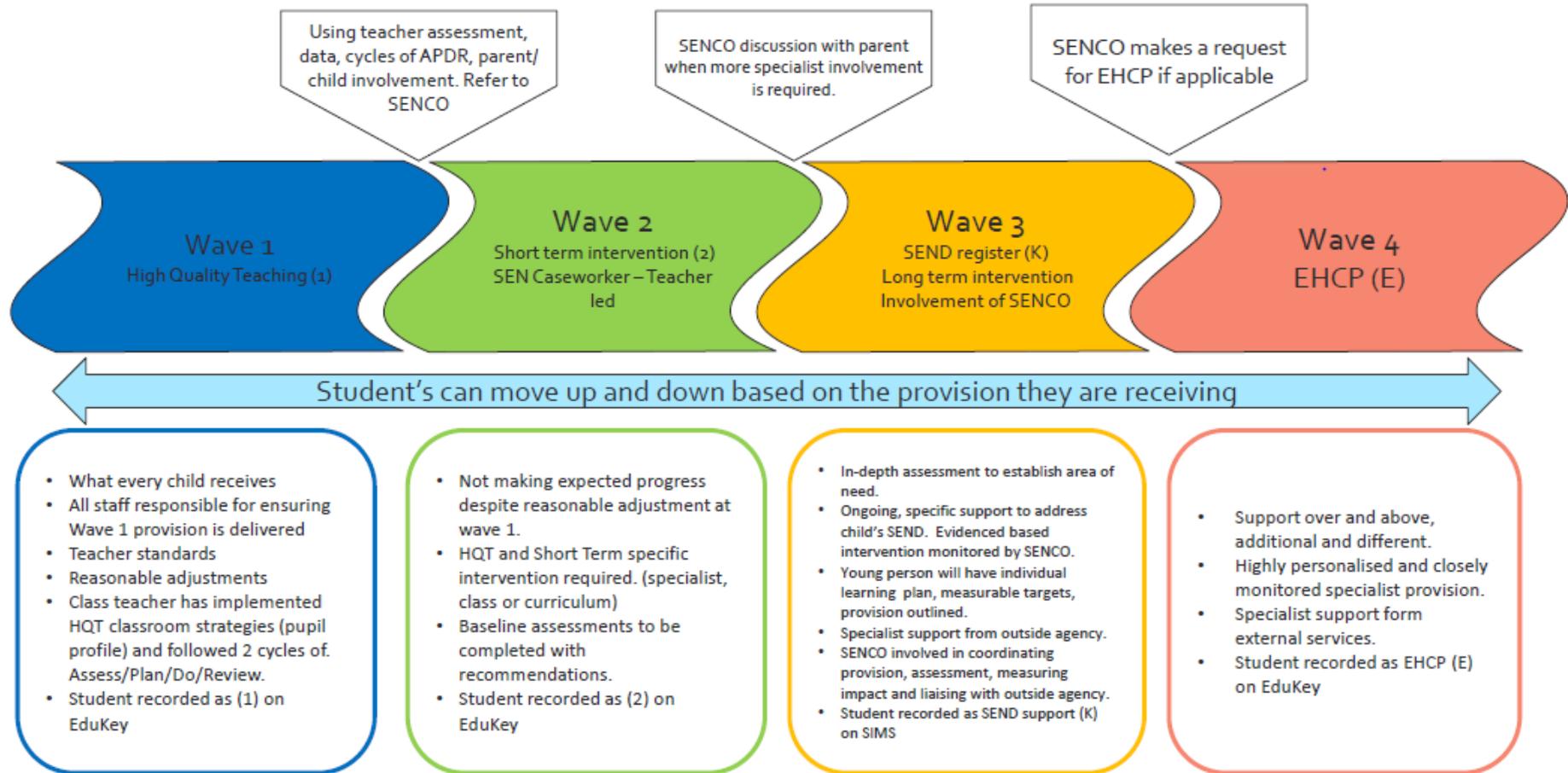
Where these meetings identify children making less than expected progress for their age and individual circumstances, the SENDCO, assessment leader and class teacher will consider **Targeted Support** regardless of whether they are deemed to have a SEND. Please see Appendix 1 (a description of the types of intervention in place and the criteria for their use).

The SEND Code of Practice (2014, p95) states 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.*

Graduated Response

1 APDR cycle = 6 weeks



4 The Graduated Approach to SEN Support

The school uses the **ASSESS – PLAN – DO – REVIEW** (APDR) model outlined in the SEND Code of Practice 0 – 25 (2014).

Where a child has been identified as have SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils;
- The class teacher and SENDCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a half-termly basis;
- The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an Assess-Plan-Do-Review document which will be reviewed on a termly basis. A Pupil Passport will also be completed to support staff across the school to use appropriate strategies and understand individual children's needs;
- The SENDCO will deploy appropriate support through intervention programmes or individual support from the Interventions Team (appendix 2) and will monitor the quality of that provision;
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child;
- The SENDCO will keep records of the progress made through interventions and will track the cost of these;
- The class teacher will use formative assessment strategies to monitor progress made towards targets and adapt where necessary. This will take place at least fortnightly.

Following review meetings between teachers and parents, the SENDCO will review the impact of interventions and strategies used to date. Where adaptations are required the SENDCO and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENDCO in identifying specific difficulties whereby in-school assessments will be used (appendix 3).

Where the SENDCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENDCO will refer the child to an external agency via the Early Help Form procedures (appendix 4). An Early Help Form will also be raised where assessment for an EHCP is requested.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENDCO to measure the impact of interventions on the progress of children undertaking the intervention. The impact of interventions is reported to Governors on a termly basis.

5 Managing Pupils' Needs on the SEND Register

The SENDCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed half termly following the meetings held with class teachers.

All pupils on the SEND register will also be categorised by the level of support received: either **SEN Support** or **Education Health and Care Plan (EHCP)**.

A pupil categorised as receiving **SEN Support** may only be supported by school via Assess-Plan-Do-Review cycles or they may have involvement from an external agency (appendix 5).

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENDCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

6 Supporting Pupils and Families

Parents can find information about how the Local Authority seek to support families via the school website or by following the link: www.cambridgeshire.gov.uk/send

Parents may also wish to read the school's SEN Information Report which is published annually. This document will inform parents about the types of provision in place and the progress that children make in our school.

The school works with a variety of external agencies to ensure children and families receive the support they need (appendix 5).

At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND: the SENDCO can, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

7 Supporting Pupils at School with Medical Conditions

The school recognises that pupils 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 with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Additionally, some children may also have SEN along with a statement or EHCP which brings together health and social care needs, as well as the special educational provision. The SEND Code of Practice 0 – 25 (2014) is followed in these circumstances.

For more information regarding supporting pupils with medical needs see the school's Medical Conditions Policy.

8 Monitoring and Evaluation of SEND

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy.

The Governing Body will monitor, evaluate and review the provision for pupils with special educational needs. The governor(s) with a special interest in special educational needs and inclusion will meet with the SENDCO at least twice a year to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEND;
- Any child's SEN are identified early;
- Intervention programmes comply with best practice;
- The wishes of the child are taken into account;
- Educational professionals and parents work in partnership;
- Assess-Plan-Do-Review cycles are reviewed regularly;
- Equal access to school activities for all pupils;
- The extent to which standards have improved generally across groups of children with SEND;
- Numbers of children who move between different levels of the graduated response – including the number who are removed from the Special Needs List.

The Governing Body will receive a brief report from the named governor on the outcomes of these meetings.

The SENDCO:

- Observes all Teaching Assistants and members of the Intervention Team to monitor the quality of intervention teaching available. Feedback is given and follow-up observations are used where provision is considered to

'Require Improvement' or 'Inadequate'. External advisors may be called in to support judgements that fall into the 'inadequate' category;

- Line manages the Intervention Team Teaching Assistants through appraisal target setting and review;
- Attends School Leadership Team meetings weekly to discuss issues arising and to enable whole-school planning for provision;
- Uses a working group of parents to seek opinion and discussion around the school's policy and practice surrounding pupils with SEND;
- Meets with the Headteacher at least fortnightly to discuss individual pupils and families for whom further action is required.
- Monitors the planning for (including weekly plans and personal profiles) and scrutinises the books of children who are in receipt of additional provision;
- Agrees all Pupil Passports and Assess-Plan-Do-Review cycles, including strategies and provision, before these are finalised;
- Monitors books and planning to check strategies in the Pupil Passports and Assess-Plan-Do-Review cycles are being used.

The Headteacher:

- Discusses and agrees the provision map with the SENDCO;
- Monitors and compares progress and attainment of all groups alongside the Assessment Leader and SENDCO;
- Line manages the SENDCO and holds them to account through appraisal target setting and review.

9 Training and Resources

Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the SENDCO will request assessment by the Local Authority for an EHCP.

The support staff and Intervention Team are a highly trained group of teachers and TAs who deliver intervention across the school. They maintain high levels of training to ensure that the quality of intervention reflects best practice.

New staff to school will have an induction meeting with the SENDCO to discuss the needs of the children throughout the school (taking into account GDPR), school policy and practice, and pupils with specific needs that the staff member may encounter.

The SENDCO attends regular briefings and network meetings in order to keep up-to-date with local and national updates in SEND.

Teaching and learning resources are available from the SENDCO but are stored throughout school. The SENDCO manages the budget allocated to support the development of inclusion across the school.

Teaching Assistants will be allocated to support provision in year group teams. Class teachers within a year group will consider the best use of TA time and allocate accordingly. There is an expectation that TAs will support children from classes across year groups rather than be based in a particular class. Where needed, additional

support may be allocated to a particular year group to provide support for individual children or groups of children with particularly complex special needs and disabilities.

10 Storing and Managing Information

The SENDCO will hold central records relating to pupils with SEND. This will include copies of all Pupil Passports, Assess-Plan-Do-Review cycles, EHCPs, Early Help Forms and advice from external agencies. Where appropriate, school-based assessments will also be kept. These files will be locked in the filing cabinet in the SENDCO's room. Electronic files will be kept securely on Provision Map, software created by Edukey.

11 Reviewing the Policy

This policy will be reviewed and agreed bi-annually by staff, a parent working group and governors.

12 Accessibility

Please look at the school's accessibility plan which can be found on the school website.

13 Complaints

Complaints under this policy fall under the school's general Complaints Procedure, which aims to promote informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the SENDIASS.

Appendix 1 – Interventions

Intervention	Entry Criteria and Description	Base-line and Exit Assessment
Success @ Arithmetic	<ul style="list-style-type: none"> Year 5 & 6 Working 1 year behind 3 taught sessions per week plus 1 catch-up session 3 children 10 week programme 	Sandwell Assessment
1 st Class @ Number	<ul style="list-style-type: none"> Year 1 & 2 or Year 3 & 4 Working 1 year behind 25 sessions 4 children 3 taught sessions per week plus 1 catch-up session 	Sandwell Assessment
Booster Maths	<ul style="list-style-type: none"> Year 2 or Year 6 Securing age-related expectations or the greater depth level Teacher led – groups can vary and focus can vary depending on what the groups of children need to learn 	Teacher Assessment
PiXL Therapies	<ul style="list-style-type: none"> All year groups Securing age-related expectations related to specific units of work Directed by the class teacher, delivered in groups Intended to fill gaps in children's understanding related to a specific area of learning 	PiXL diagnostic assessments
Project X Code	<ul style="list-style-type: none"> Year 1 – 4 Securing children's phonics knowledge, decoding and comprehension in reading 4 sessions per week plus 1 catch up session Children can enter and exit at any point deemed necessary 	York Assessment of Reading Comprehension (YARC)
Additional Phonics	<ul style="list-style-type: none"> EYFS, Year 1 & 2 Phase 2 and 3 catch-up support Daily support Delivered by TAs 	Assessment of phonic sounds
Precision Teaching	<ul style="list-style-type: none"> Any year group Repeated learning of a specific skill or concept Daily support on a 1:1 basis 	Specific to the content delivered e.g. where spelling is the focus, assessment of the appropriate spellings.
5 minute box	<ul style="list-style-type: none"> Year 2 – 6 Securing phonic sounds and knowledge of common exception words Taught daily on a 1:1 basis 	PhAB
Booster English	<ul style="list-style-type: none"> Year 2 & 6 Securing age-related expectations or the greater depth level Teacher led – groups can vary and focus can vary depending on what the groups of children need to learn 	Teacher Assessment
Lego Therapy	<ul style="list-style-type: none"> Any age Developing turn taking 3 children per group Twice per week 	Boxall Profile

Social Skills	<ul style="list-style-type: none"> • Any age • Developing a greater understanding of social rules and conventions • Group size will vary dependent on children and skills being taught. 	Boxall Profile
Mentoring	<ul style="list-style-type: none"> • Any age • Nurturing emotional support • Supported 1:1 or in small groups 	Boxall Profile Spence Children's Anxiety Scale
Transition Support	<ul style="list-style-type: none"> • Year 6 or any age for pupils who find change difficult • Familiarisation with the change approaching and developing coping strategies • Group size will vary dependent on children and skills being taught. 	Boxall Profile Spence Children's Anxiety Scale
Sensory Circuits	<ul style="list-style-type: none"> • Any age • Occupational Therapist directed exercises to develop fine and gross motor skills • Up to 4 children per session • Daily – preferably at the beginning of a session 	Boxall Profile Spence Children's Anxiety Scale TOAD
Write-from-the-start	<ul style="list-style-type: none"> • Any age • Developing handwriting and fine motor skills • Up to 4 children per session • Daily 	Assessment of handwriting
Talk Boost	<ul style="list-style-type: none"> • EYFS and Year 1 • Small group • Developing speech and language skills 	Language Links Assessment

Appendix 2 – The Intervention Team

The Intervention Team constitutes the following staffing:

- 1 x Family Care Manager
- 1 x Specialist Intervention Teacher
- 1 x Inclusion Teaching Assistant
- 1 x Special Educational Needs Teaching Assistant

Appendix 3 – In-school Assessments

Assessment	May be used by	Purpose
British Picture Vocabulary Scale (BPVS)	SENDCO, HLTA	Demonstrates a child's understanding of language and vocabulary
Elklan Assessments: <ul style="list-style-type: none"> • Information Carrying Words • Blank Levels • Vocabulary 	SENDCO, HLTA	Assesses children's ability to <ul style="list-style-type: none"> • Understand and process key words within sentences • Understand whole sentences • Understanding of specific vocabulary
Language Links Assessment	SENDCO, TAs	Demonstrates a child's understanding of language
Phonological Assessment Battery 2 (PhAB2)	SENDCO, HLTA	Indicates difficulties in processing and phonological understanding
Sandwell Assessment	SENDCO, HLTAs	Assesses children's mathematical understanding focusing on counting, place value, calculation and vocabulary
Working memory test	SENDCO, HLTA	Indicates where children may have difficulties in retaining, holding and using information
York Assessment of Reading Comprehension (YARC)	SENDCO, HLTA	Assesses children's knowledge of phonic sounds, reading pace, reading accuracy and reading comprehension.

Appendix 4 – Early Help Form Procedures

Where a child or family require support exceeding that which school is able to provide or if additional expertise is required, an Early Help Assessment should be undertaken following the process:

- SENDCO or Family Care Manager meets with parents to complete the Early Help Assessment Form. This constitutes an assessment based on information about the whole child/family.
- SENDCO or Family Care Manager and parents agree appropriate agencies to engage.
- SENDCO or Family Care Manager completes the Early Help Form seeking input from staff where necessary.
- Parents check the Early Help Form to ensure accuracy.
- SENDCO or Family Care Manager logs the Early Help Form with the Allocations and Access Team.
- SENDCO or Family Care Manager sends the Early Help Form to all identified external agencies.
- SENDCO or Family Care Manager calls a Family Support Plan meeting, inviting parents and all agencies engaged with the family.
- Agencies engage
- SENDCO or Family Care Manager holds half termly Team Around the Family (TAF) meetings with families and agencies.

Appendix 5 – External Agencies

Here are some of the agencies that we work with.	
Community Paediatrician	to assess and diagnose medical conditions
Children and Adolescent Mental Health Service (CAMHS)	providing counselling and support for pupils with emotional and mental health difficulties
Educational Psychologist	assessing children and providing strategies for support – educational and managing behaviour
Family Worker / Locality Team	support for families
Occupational Therapy	for children who have difficulties with their fine and gross motor skills
Physiotherapy	for children experiencing physical difficulties requiring exercises
Social Services	support for families
Specialist Teaching Service	for educational advice and strategies to support including managing behaviour
Speech and Language Therapy	concerns around speech and communication & interaction
Stars Children’s Bereavement Service	counselling children coping with grief