

An *Active Learning* Trust Academy



Special Educational Needs and Disability Policy

Introduction

At Kingsfield Primary School, we are committed to providing a high quality, broad and balanced curriculum for all children. At some time during their school career, a child may have particular learning needs which require additional or different provision.

This policy ensures that curriculum planning for children with special educational needs and disabilities takes account of 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, 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 will 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.

Teachers take account of these needs and make provision to support individuals or groups of children and thus enable them to participate effectively in school life.

Aims and objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified early and suitable strategies implemented;
- to regularly review strategies or interventions
- to make clear the expectations of working in partnerships with parents and other professionals;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all school activities including curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
- to include parents in the assessment process and introduce a legal right, to give them control of funding for the support their child needs;
- to replace statements with a single assessment process and a combined education, health and care plan so that health and social services are included in the package of support, along with education;

We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- have different experiences and starting points
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- being responsive to pupils' different learning styles by differentiating appropriately;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs

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;
- they have 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 Educational Authority.

Many of the children who join us have already been in early education. In many cases children join us with their needs already assessed. 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.

If our assessments show that a child may have a barrier to their learning, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer focussed provisions that are different

from or additional to those provided as part of the school's usual working practices. These may include small group, or individual programmes to provide additional support. Where possible, group and individual work will be delivered and supported in the classroom. However, some programmes require space, a silent area, or resources outside the classroom.

The class teacher, where appropriate, will involve parents or carers. The Special Educational Needs Coordinator (SENDCo), if not already involved, may take the lead in further assessments of the child's needs. In some cases, professionals from support services, usually from the Specialist Teaching Team, or Health services, may be involved in supporting the child.

Some children with SEN may require individual targets (also known as IEPs – we use the term ‘targets’ as it’s more child appropriate) which break down the learning into small steps, ensuring that children can experience success. We will record these in the form of fun, child-friendly, A5 target sheets (if appropriate for that child) or they may be listed as a provision on the children’s ‘orange tracker’. They will indicate the planned outcomes and the date for the targets to be reviewed. This review will take place once a term.

If the targets reviewed identify that support is needed from outside services, this will be discussed with parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those previously used. External support services will provide information for the child's new targets. The new strategies in the target sheets will, wherever possible, be implemented within the child's normal classroom setting. If the child continues to demonstrate significant cause for concern, the school and the external support agencies may decide an Education, Health & Care Needs Assessment Request Form may need to be completed. This is the first step in applying for an EHCP (Education Health Care Plan).

Access to the curriculum

Kingsfield Primary School recognises and values all forms of achievement and that all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to access:

- Lessons and learning objectives which are differentiated to meet the needs of all children in each class, with the ultimate aim of all children being able to meet their age-related expectations.
- Specific resources and strategies to support their learning individually and in groups.
- Planning and teaching which is adapted on a daily basis, if needed, to meet your child’s learning needs.
- If necessary, an Individual Programme of Work, designed by the class teacher in liaison with the SENDCo. This work may happen inside, or outside the classroom.

- The relevance and purpose of learning activities;
- Levels of understanding and rates of progress that bring feelings of success and achievement.

We monitor and analyse SEND pupil performance, and any disparities identified are addressed through targeted curriculum planning, teaching and support.

The role of the Special Educational Needs Co-ordinator

At Kingsfield Primary School the Special Educational Needs and Disabilities Co-ordinator (SENDCo) will be responsible for:

- managing the day-to day operation of the policy
- acting as a link with parents, alongside the class teacher
- acting as a link with external support agencies
- co-ordinating the provision for and managing the responses to children's special educational needs
- mapping provision and deploying support staff
- monitoring & evaluating the quality and effectiveness of SEND provision
- supporting and advising colleagues
- transition arrangements into secondary school for children with SEND
- maintaining the SEND register
- contributing to and managing the records of all children with SEND
- adhering to processes as required by the DfE
- reporting to the governing body
- contributing to the professional development of all staff.

The role of the Local Governing Body

The Local Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The Local Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

The 'responsible person' in this school is the SENDCo. The SENDCo ensures that all those who teach a pupil with a statement of special educational needs/ educational Health Care Plan are aware of the nature of these.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The Head Teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs or Educational Health Care Plans.

Assessment

Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and ensure their active participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The SENDCo works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The START team seeks a range of advice before making a formal statement or Educational Health Care Plan. The needs of the child are considered to be paramount in this.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs and disabilities. We encourage an active partnership through an on-going dialogue with parents and carers. The home–school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as academic skills. Children are involved, at an appropriate level, in setting targets and to make judgements about their own performance against their targets. Pupils with statements are invited to attend their annual review and are encouraged to share their opinions about their education.

Transition Arrangements

Prior to children entering school, regular liaison meetings take place with the feeder preschools so that provision for children entering school is already known. Home visits are made by the teacher and support staff and parents are invited to a New Intake Parents' Evening. If appropriate, a meeting will be held with all appropriate parties to ensure a successful transition.

When children are transferring to secondary school, liaison meetings can be held with the school's SENDCo and year group tutors to pass on any relevant information. These professionals are also invited to attend Annual Reviews (if appropriate – for

example, if the chosen secondary school is already known by the parent/s) so that they are aware of the provision needed when the child transfers to their school. It is also an opportunity for parents to begin to get to know the secondary school staff.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. If the complaint is unresolved then the Governors are involved. Full details of the complaints procedure are available in school.

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