



## **Kirkbride Primary School**

# **Policy for SEND - Special Educational Needs and Disability**

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**SEND Governor:** Mrs A. Little

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### **The SEND- Special Educational Needs and Disabilities**

**policy is accessible both through the school website and upon request from school.**

**Please also refer to our other policies: Inclusion, Dealing with Complaints, Gifted and Talented and Accessibility Policy also available on the schools' website or upon request.**

## Section 1: Introduction

*This policy was developed by Mrs K.L.Barley and then shared with staff as well as the Governing Body.*

### **What does Special Educational Needs mean?**

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

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

**Code of Practice 2014**

Children are not regarded as having a learning difficulty just because the language of their home is different to the language in which they are taught.

### **Aims**

We aim to raise the ambitions of and expectations for all pupils with SEND, we provide a focus on outcomes for children and young people.

#### **We also aim to:**

- Provide a school environment where all pupils have the opportunity to feel valued, to experience success and develop self-esteem.
- Ensure all pupils have equal access to a broad, balanced education that meets their needs.
- Identify pupils with special educational needs as early as possible.
- Encourage pupils to be involved in their learning.
- Ensure parents are informed and encourage involvement in communication about their child's special educational needs.

## **Section 2: How are we going to achieve our aims?**

We provide a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Differentiation means to adjust activities to cater for different learning styles, interests and levels of thinking.

Teachers take into account in their planning a student's special educational needs and disabilities and the provision needed to enable them to take part successfully in all aspects of school life.

## **Section 3: How do we identify SEN?**

We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. On a daily basis the dedicated team discuss the progress of children. Below are triggers that indicate children would need more than the everyday differentiation that is already in place.

The Code of Practice describes four broad categories of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, mental and emotional health**
- **Sensory and /or physical.**

Staff monitor concerns for a maximum of a half term and then additional support would be arranged to support the child. Your child's class teacher would discuss concerns with the parents (and children where appropriate) and together decide the next steps for the child and others involved. Should you wish to discuss any concerns then please contact your child's class teacher or Mrs K.L.Barley, the school SENCO.

### **Other factors may impact learning but are not considered to be SEND;**

- 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 (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour as a need will no longer be an acceptable way of describing SEND.

## **Section 4: A Graduated Response**

This section describes the 'step- by- step' process that allows us to identify and manage children with SEND.

Differentiation	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.
Cause for Concern	Those that are under achieving but will make progress with some provision in/out class.
SEN Support	A child receives additional support in class and/or in intervention groups.

SEN Support Plus	Outside agencies are consulted and support the school in allocating resources An IEP will be created by the SENCo with support from the Class Teacher and Agencies. Parents will be fully informed about the targets.
EHCP	A child receives specific support in class funded by the Local Authority.

### **SEN Support**

This is a graduated approach to identifying and meeting SEN, with schools working with parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed. Staff adopt a cycle of assessment, planning, carrying out additional activities i.e. interventions and then reviewing their actions in increasing detail and with increasing frequency, to identify the best way of securing good progress in individual children.

### **Assess**

The class teacher and the SENCO should discuss the pupil's needs and the views of the child and parent and acknowledge the gaps in their understanding/learning and needs for some extra support to help them make the best possible progress. The teacher will have completed a Cause for Concern form in relation to the areas of need. (See Appendix 2 Cause for Concern Referral form).

### **Plan**

Parents will be invited into school or a discussion will take place over the phone to discuss the next steps for the child and the child will be placed onto the SEN register. The class teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their targets.

### **Do**

Every child within a class remains the responsibility of the class teacher even where interventions or group teaching takes place outside of the classroom area. The SENCO will work together with staff and oversee interventions or programmes agreed as part of SEN support. The SENCO will support the team in assessing the child's response to the action taken and advising on the effective implementation of support.

### **Review**

Discussions take place between the SENCO and all staff working with children on the SEN Register; the meetings take place half termly in an informal way and at least on a termly basis in more detail. Information will then be shared to Parents' by the SENCO and class teacher. These discussions allow for time to reflect on the impact and quality of support and interventions to be reviewed in relation to progress.

As part of the review of the outcomes further training for staff will be carried out as required.

### **We adopt a Quality First Teaching approach**

#### **For your child this would mean:**

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.

- All children in school should be getting this as part of excellent classroom, practice when needed.
- There might arise opportunities for specific group work in a smaller group of children. This group, which can be referred to as an intervention group, may be run in the classroom or in a different part of the building. This may be run by a teacher or most often a Teaching Assistant who has had training to run these groups.

## **Section 4: Managing children on the SEND register**

If a child has been identified by the class teacher as needing some extra support in school then the class teacher will put some measures in place to support your child. We have a central register of all children with SEND. This is to ensure that all children receive the appropriate provision and this is closely monitored by the SENCO. A child is registered for SEN when they have been raised as a concern after they have been through the graduated approach and reached the Plan stage. Parents, carers and the child are fully involved at every stage.

### **1. SEN Support**

For your child this would initially mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A teaching assistant is likely to run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.
- The class teacher has responsibility to update, review and collect evidence for each child within their class in relation to the outcomes.
- In some cases, outside agencies may also need to be contacted for example a Speech and Language Therapist. Any concerns raised by a parent will be respected and taken seriously. Where professionals are not already working with school staff the SENCO should contact them after gaining consent from the parent of the child.

### **2. SEN Support Plus**

Although we have a variety of expertise on the team, where necessary, increasing specialist expertise should be brought in to help with the difficulties that a child may be experiencing. SEN Support Plus means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Speech and Language therapy Service.

For your child this would mean:

Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

You will be invited into school to discuss your child's progress and help plan possible ways forward. Where a visit can't be arranged the discussion could take place over the phone.

You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand the child's particular needs better and be able to support them better in school and at home.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual based work with and outside agency.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **3. Education, Health and Care Plan (EHCP)**

The Education, Health and Care Plan is a new approach compared with the previous approach of a Statement of Special Educational Needs.

In instances where children have more complex need such as having an Education and Health Care Plan the school will draw upon more specialised assessments from the appropriate professionals. This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching. Usually your child will also need support from professional outside the school.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, and from the Parent), they will decide whether they think your child's needs, seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place.

After the reports have all been sent to the Local Authority (LA), the LA will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write an Education health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The ECHP will outline the outcomes of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmers or run small groups including your child.

This type of support is available for children whose learning needs are:

Severe, complex and lifelong

Need more than a specified number of hours support in school

### **How is the SEN budget spent?**

A Provision Map which explains each intervention, costing and any additional resources that have been purchased is set out by the SENCO

EHC plans are reviewed at least annually by the Local Authority. The outcome of this may be that the targets are kept the same or the decision may be that the plan is no longer needed as the outcomes have already been achieved.

### **Section 5: Criteria for exiting the SEN register**

Pupil progress is reviewed each term. Should it be considered that a child has made progress and no longer meets the criteria outlined in the policy, a meeting will be arranged with the child, Parent, Class Teacher and SENCO (other professionals where necessary).

### **Section 6: Supporting Pupils and Families**

If you have concerns then the first step would be to discuss these with your child's teacher. The class teacher may then suggest a further meeting with the SENCO, to gain further advice.

We support parents/ carers in a variety of different ways.

You will be informed early if we have any concerns.

We will share information with parents through informal conversations and individual meetings.

Review meetings are held in school and parents are invited to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the pupil both in school and at home.

We respect the differing needs of parents.

Please see Appendix 3 Additional support links for Parents.

Our school admission arrangements can be found on our school website.

Transitions are carefully thought out by staff. Visit days for Children and Parents also allow for a smooth transition when starting school. We have links with our local secondary school Nelson Thomlinson and by inviting them into the school before children attend secondary allows for them to develop their knowledge and understanding of the needs of children and allows them to plan accordingly.

### **Section 7: Supporting pupils at school with medical conditions**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the SENCO in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete necessary training for this.

### **Section 8: Monitoring and Evaluation of SEND**

We regularly and carefully monitor and evaluate the quality of provision that we offer all pupils.

We do this by having regular discussions as a staff, with pupils and parents. The Governors are also kept up to date with SEND through the Full Governors and the Curriculum based meetings. These arrangements promote an active process of continual review and improvement of provision for all pupils



### **Section 9: Training and Resources**

We have an amount of money that is identified within the overall budget of the school, called the notional SEN budget. The SENCO and governing body establish a clear picture of the resources that are available to the school.

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 school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. We also work alongside a number of other schools to share and reflect upon practice.

### **Section 10: Roles and Responsibilities**

Provision for pupils with SEND is the responsibility of all members of staff.

#### **SENDCO / Head Teacher (Mrs K.L. Barley)**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.
- Responsible for the overall safeguarding of children within the school.

#### **SENDCO (Mrs K L Barley)**

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Supporting children, staff and families so that they can help children with additional needs achieve the best progress possible.

Ensuring that Parents' are:

- Involved in supporting their child's learning.
- Kept informed about the support given.
- Involved in reviewing progress.

**SEND Governor (Mrs Ann Little)**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- To attend training to ensure they are aware of their duties and can fulfil these duties for the children.
- Is aware of the guidance in the Code of Practice relating to SEN and supports the school to secure provision for pupils with SEN. The Governing body reports annually to parents on the school's policy for provision for pupils with SEN.

**Class teacher:**

Responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and alerting SENCO to any concerns.
- Preparing an Individual Education Plan, and sharing and reviewing these with parent's regular intervals through the school year.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any additional needs.

**Teaching Assistants:**

- Be aware of the school's SEN Policy
- Liaise with class teacher and SENCO about individual children
- Record progress of the children as required by the class teacher, SENCO or other professionals

**Section 11: Storing and Managing Information**

All paper worked linked to pupil SEN is kept in a file in the Head Teacher's Office. It can also be accessed by the School's internal computer system.

### **Section 12: Reviewing the policy**

The SEN policy will be reviewed annually by Governors. The Curriculum committee and Teaching staff will be involved in this process.

### **Section 13: Accessibility**

We have an accessibility plan available upon request.

### **Section 14: Dealing with complaints**

The School's complaints procedures are available on request.  
Complaints will be dealt with in line with the Children and Families Act 2014

Signed by D. Maxwell

Date: November 2021

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## **Section 15: Appendices**

**Appendix 1:** Cause for Concern Referral Form

**Appendix 2:** Additional links to support Parents

**Appendix 2: Cause for Concern**

**SEN Cause for Concern Referral Form**

(Please complete this form with as much detail as possible)

**Name of Pupil** \_\_\_\_\_ **Class** \_\_\_\_\_ **DoB** \_\_\_\_\_

**1. Please tick which area(s) of SEN is/are of concern for this pupil**

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

**2. Briefly explain what difficulties they are experiencing in accessing the curriculum.**

**3. Briefly explain how you have differentiated the work for this pupil.**

**4. Please detail any other factors which might be relevant i.e. recent conversations with parents.**

**Action taken by SENCO:**

## **Appendix 2: Additional links to support Parents**

Families are encouraged to seek further advice from the Local Offer which can be located on the Cumbria County Council Website.

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>

Families looking for additional support can find further information with the following link.

[http://www.cumbria.gov.uk/childrenservices/childrenandfamilies/childandfamilysupportteams.a  
sp](http://www.cumbria.gov.uk/childrenservices/childrenandfamilies/childandfamilysupportteams.asp)

Our school admission arrangements can be found on our school website.