



# Kirkham and Wesham Primary School

## Special Educational Needs & Disability (SEND) Policy 2018

Governor responsible for SEND:

Headteacher:

SENCo:

Contact details:

Mr Michael Moore

Mrs Rhiannon Jones

Mrs Alison Culshaw BSc QTS

SENCO is a member of the SLT

[bursar@kirkhamwesham.lancs.sch.uk](mailto:bursar@kirkhamwesham.lancs.sch.uk)

This policy will be reviewed annually REVIEW DATE TBC

Reviewed:

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Headteacher and the SENCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Kirkham and Wesham Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. The staff and governors of Kirkham and Wesham Primary School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

**All teachers are teachers of Special Educational Needs.**

**Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.**

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), the School, parents/carers, pupils, children's services and all other agencies.

**School Admissions**

**No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.**

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **AIMS AND OBJECTIVES**

### **Aims**

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

### **Objectives**

The Special Educational Needs and Disability Policy of Kirkham and Wesham Primary School reflects the principles of the DfE SEND Code of Practice 0-25 years (July 2014).

The aims of this SEND policy are to:

- To ensure the early identification and provide for pupils who have special educational needs,
- To work within the guidance provide in the SEND Code of Practice, 2014
- To encourage good communication and partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- To provide support and advice for all staff working with special educational needs pupils.

# Identifying and supporting Special Educational Needs & Disabilities (SEND)

## Definition

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum.

Kirkham and Wesham Primary School regards pupils as having a special educational need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/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

A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

While some pupils who have English as an additional language (EAL) will also have special educational needs and /or disabilities, pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Kirkham and Wesham Primary School will have regard to the SEND Code of Practice (2014) when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

## **Areas of Special Educational Need**

Under the SEND Code of Practice (2014) pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

### ***Cognition and Learning;***

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

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.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

### ***Social, Emotional and Mental Health Difficulties***

Children 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### ***Communication and Interaction needs***

Children 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 because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger's Syndrome)

### ***Sensory and/or Physical needs***

Some children require special educational provision because they have a disability and this 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 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.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

# A Graduated Response to SEND

## Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom.

## How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their Class Teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the Class Teacher.

Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the Class Teacher will work with the School's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

Where a pupil is identified as having SEN, school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

# Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – Assess, Plan, Do, Review**.

## ASSESS

In identifying a pupil as needing **SEND** support, the Class Teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This assessment will be reviewed **termly** to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## PLAN

Parents/carers, with their child, will meet with the Class Teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development.

A plan will be devised which will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and appropriate review date. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

The plan will usually involve a contribution by parents/carers to reinforce learning at home.

## DO

The Class Teacher remains responsible for working with the pupil on a daily basis and will work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the Class Teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.



## **REVIEW**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

## **Statutory Assessment of Needs (EHC)**

Where, despite the School having taken relevant and purposeful action to identify, assess and meet the special educational needs and/or disabilities of the pupil, the child has not made expected progress, the School or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular reviews will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), this must be reviewed every twelve months as a minimum.

## **MANAGING PUPILS NEEDS ON THE SEND REGISTER**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the School's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Class teachers, parents, pupils and other professional will all contribute to this review. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Kirkham and Wesham Primary School may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

## **CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If it is felt that a pupil is making sufficient progress which is sustainable then they may be seen as no longer requiring SEND support. At this point, through discussion and agreement with teacher, Senco, parents/carers and outside agencies the pupil will be removed from the School's SEN register. The pupil will be continued to be monitored through the schools monitoring procedures. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

## **SUPPORTING PUPILS AND FAMILIES**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the School and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the School endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Kirkham and Wesham Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational needs provision.

Parents/Carers of a child with SEND support will have the opportunity to formally meet with the SENCo throughout the year. The SENCo is also happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are also encouraged to seek help and advice from Lancashire Parent Partnership.

We recognise that a change of school, class and staff can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in the School's SEND Information Report.

More information can be found by visiting Lancashire County Council Local Offer

And Kirkham and Wesham Primary School Local Offer and SEN Information Report

## **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.

Some may also have special educational needs (SEN) and may have a statement, or 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) is followed.

The school has a policy for Supporting Pupils at School With Medical Conditions, which can be found on the school website.

## **MONITORING AND EVALUATION OF SEND**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

## **TRAINING AND RESOURCES**

### **Allocation of resources**

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

### **Continuing Professional Development (CPD) for SEND**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Our school operates the following training programmes:

- Individual training in response to need.
- Whole staff training and INSET
- Accessing training through different agencies.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Termly County SENCO Meetings
- Local Senco Meetings

### **Funding**

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the School can make a request for Statutory Assessment.

# Roles and Responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the School as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

## **Governing Body:**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- have regard to the SEND Code of Practice and will oversee the implementation of the reforms and provide strategic support to the head teacher
- ensure that there is a qualified teacher designated as SENCO.
- ensure parents/carers are informed when they are making special educational provision for a child
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- prepare a SEND Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the School for disabled children and their Accessibility Plan showing how they plan to improve access progressively over time

## **Headteacher:**

The Headteacher has responsibility for the day-to-day management of all aspects of the School's work, including provision for children with special educational needs and disabilities. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

- Should take overall responsibility for implementing the SEND reforms.
- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of the reforms for whole school improvement.
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.

### **SENCo:**

The SENCO role is a strategic one working with the senior leadership to review and refresh the SEN policy and then with the classroom/subject teacher to review its practice ensure every child with SEN gets the personalised support that they need.

The role involves:

- overseeing day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaising with designated teacher where a Looked after Child has SEN;
- advising on graduated approach to SEN Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with head and governors on Equality Act;
- ensuring that SEN records are up to date.

### **All Teaching and Non-Teaching Staff:**

All staff are aware of the School's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

- Class Teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class Teachers are responsible for setting suitable learning challenges and facilitating effective special educational needs provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching Assistants will liaise with the Class Teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response. (Assess, Plan, Do, Review)

### **STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND register will be stored in filing cabinets in the school office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves Kirkham and Wesham Primary School. The school has a Confidentiality policy which applies to all written pupil records.

## **REVIEWING THE POLICY**

This policy will be reviewed by governors on an annual basis.

## **ACCESSIBILITY**

The School is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school is only on a ground floor level and has a disabled toilet facility.

## **DEALING WITH COMPLAINTS**

If parents are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's classteacher. If the parents are still unhappy they should then raise their concerns with the SENCO, Mrs Alison Culshaw and the Headteacher, Mrs Rhiannon Jones. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN, Mr Michael Moore.

See complaints policy for further details.

## **BULLYING**

The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. See Anti - Bullying Policy for further details

## **APPENDICES**

### **LINKED POLICIES/DOCUMENTS**

- Anti-bullying policy
- Complaints procedure
- Confidentiality policy
- Safeguarding policy
- Managing Medical Conditions in School policy

Lancashire Local Offer  
Kirkham and Wesham Primary School Local Offer  
SEN Information Report