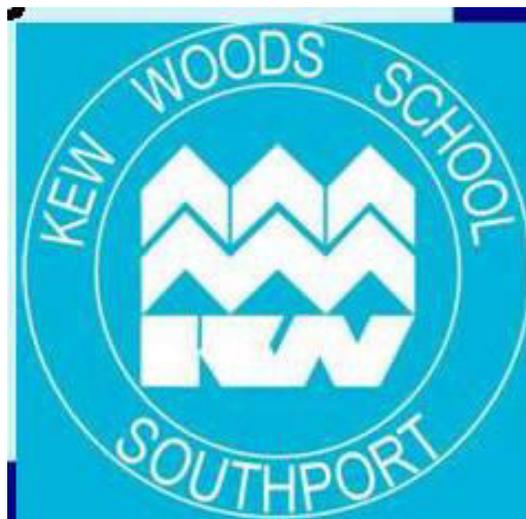


KEW WOODS PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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INTRODUCTION

Policy development

This policy was revised in 2014, taking into account the SEND Code of Practice 2014, the Children and Families Act 2014, Equality Act 2010, statutory guidance on supporting pupils at school with medical conditions, safeguarding policy, Accessibility Plan, Teachers Standards 2012 and National Curriculum September 2013.

Kew Woods Primary School has a named SENCO Miss Kayleigh Banks who has the accreditation National Award for SEN (NASENCo award). Miss Banks is a member of the Senior Leadership Team at Kew Woods Primary School. Mrs Louise Martin is our named Governor responsible for SEND. They ensure that Kew Woods Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice 2014, the Local Education Authority and other policies within the school.

AIMS

PRINCIPLES

This policy has been developed from the principle that all children with special educational needs should benefit as fully as possible from their education. The school aims to address the needs of any pupil who may have SEND at any time during his/her career at Kew. We value and respect each pupil, with the aim of encouraging everyone to reach his/her full potential. We offer pupils with SEND full access to a broad and balanced education as set down in the National Curriculum.

The education of pupils with SEND is given via a whole school approach, with all staff aiming to provide care as well as challenge. As a friendly, caring community we value the contribution of parents and see them as partners. Through these aims we hope to offer effective assessment and a flexible provision for our pupils with SEND.

OBJECTIVES

1. The needs of any child with SEND will be identified as early as possible through the procedures outlined in this policy as part of the school 'Graduated Response' approach described below.
2. Provision for each pupil with SEND will be appropriately made, recorded and monitored.
3. The knowledge, views and experience of parents will be sought.
4. Where appropriate in terms of age and understanding, pupils will be involved in their own assessment and monitoring.

5. Pupils with SEND will be integrated with their peers, to ensure high quality of learning and a constructive, positive ethos, which values their strengths.
6. Appropriate standards of progress and behaviour will be expected from every child.
7. The school will co-operate closely with all outside agencies concerned with any child and will adopt a multi-agency approach to the resolution of issues and to promote progress for children.

DEFINITIONS

This policy applies to pupils who are defined as follows in the 1993 Education Act. Section 156.

Definition of Special Educational Needs:

'A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty of disability if they

- a) have a significant greater difficulty in learning than the majority of others of the same age
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, or mainstream post 16 institutions

A child under compulsory school age has SEND if they fall into a) or b) above or would do so if special educational provision was made for them'. *Code of Practice May 2014.*

Children 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.

Definitions in the Disability Discrimination Act 1995 (including DDO 2006)

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

The DDA defines a disabled person as someone who has: *a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.*

Children Act 1989.

MANAGEMENT

Whole School Approach

A whole school approach exists for all subjects. Thus every child has access to broad and balanced curriculum. Children with SEND are included, continuously monitored, provided with materials and resources appropriate to their needs. Attitudes to these children are encouraged to be positive and constructive, so that strengths are valued and used as learning tools, whilst weaknesses are put into context.

Roles and Responsibilities

Provision for children with special educational needs is a whole school responsibility. The school use the following statement to outline this:

All teachers are teachers of children with special educational needs.

- Each class teacher has a copy of our Graduated Response file which includes appropriate details surrounding a number of specific learning needs.
- Each year team has a list of children with SEND in their age band known as a 'provision map'. This will list those children who appear on the school SEND Register as well as pupils with medical needs.
- Each class teacher holds the 'SEND Support Plan' for children who are in his/her class. There is also a copy of this saved securely on the school computer system for staff to refer to.
- Each class teacher will be provided with a blue box to store relevant SEND paperwork for children in their class, including reports from external agencies.

The Governing body, together with the head teacher, have overall responsibility for the administration of the policy. (COD 2014). This is supported by:

Governor for SEN: Mrs Louise Martin

SENCO - Miss Kayleigh Banks

The class teacher is responsible for providing effective learning opportunities for all pupils, this may often be in conjunction with external agency advice and the headteacher or school SENCo.

IDENTIFICATION, ASSESSMENT AND PROVISION

The Code of Practice

The revised C.O.P. (2014) recommends a continuum of provision, a **graduated response** to the needs of all pupils

Kew Woods Primary School is an inclusive school who ensures that all children are able to make progress and reach their full potential by adopting a 'Graduated Response' to support pupils with Special Education Needs and Disabilities and work with pupils, parents and external agencies with specific expertise in order to meet the needs of individual children. The 'Graduated Response' at Kew Woods consists of:

Step 1 - 'Quality First Teaching' within the whole class environment.

Step 2- 'Additional Response' - an added intervention, resource or adult support targeting a specific area of learning which requires short term support.

Step 3- 'SEND Support'- The pupil is placed on the SEND Register as targeted intervention or support from external agencies is required over a longer period of time. These pupils will have a 'SEND Support Plan' which will set individual targets and follow them through their time in school.

Step 4- An Education, Health and Care Plan is applied and alternative school provision may be considered most suitable in meeting the pupil's needs.

As part of 'The Graduated Response' the school follows the structure of :

1. **Assess** (pupil progress and attainment)
2. **Plan** (pupil target setting)
3. **Do** (pupil completed relevant additional intervention)
4. **Review** (reassessment to monitor progress and impact of intervention)

Monitoring progress

The identification of children with SEND is built into the school's overall approach to monitoring progress and attainment. Termly 'Pupil Progress Meetings' are held between the head teacher, assessment leader and class teachers to monitor the progress of all pupils. At this point pupils who's attainment is not reaching age expectations or pupils who's progress is slower than expected are brought to the attention of the SENCO. The SENCO supports the class teacher in deciding which intervention/resource/external agency would be suitable in supporting the child to

make greater progress. This support may be on either a short term (additional response) or longer term (SEND support) basis. The progress of children with SEND is monitored termly by the SENCO and the 'Graduated Response' is followed to escalate or reduce the amount of additional support required as appropriate.

Education, Health and Care Plan

As part of the 'Graduated Response' Sefton Authority may issue an Education, Health and Care Plan for a child to whom mainstream education may not be appropriate in meeting their needs. This process is completed by the school SENCO in conjunction with parents and external agencies where felt appropriate.

Pupils with English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

SCHOOL SUPPORT

Information about pupils who require additional support is given through the Provision Map which details where the following may be required to meet the needs of individual children.

1. Differentiation - either within the whole class or in a small group or 1:1 setting.
2. TA in-class support. (Funding agreed by Sefton depicts hours allocated)
3. Intervention programmes
4. Advice and support from external agencies - these include: educational psychologists, inclusion consultants, speech and language therapists, community paediatricians, occupational therapists, Mental Health practitioners, physiotherapists, school nurse etc.

An individual 'SEND Support Plan' only records that which is **additional to**, or **different from**, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs. These targets will be set annually with parents and will be revised and revisited by staff and parents on a termly basis.

Reviewing

Results from the school assessments are used in the reviewing process. Progress is reviewed at the same time as target setting. Staff need to update SEND Support Plans termly based upon this reviewing process. Standardised testing is used twice yearly to monitor all children's progress as well as additional intervention assessment where required.

Termly Pupil Progress meetings are held between teachers, the head teacher and the assessment co-ordinator to monitor the progress of all children, including those with SEND.

The SEND Support Plan is used as an end of year transfer document to inform the next teacher and/ or new school. The school also uses Provision Mapping and the class blue box to transfer information between staff.

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.

ADMINISTRATION

Record Keeping

Records of each pupils attainment is tracked electronically.

Each child with SEND also has information stored securely in the office- this consists of SEND Support Plans and records from external agencies. Class teachers also have records of this information in their blue box kept in their classroom.

The school uses a central secure computer file to also save documentation relating to children with SEND that can be accessed by class teachers only and using a secure password and log in.

LIAISON

Working with parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and

valued role in their children's education. Parents will be invited to set targets on SEND Support Plans at the end of each academic year in consultation with class teachers. They will be invited to attend two parent's meetings and one additional meeting with the school SENCo annually. Additional meetings may be arranged with external agencies where appropriate or at parental request.

How the school informs parents about SEND provision

- Home visits for pupils entering Nursery / Reception
- Meetings in school for parents with children about to start in Reception.
- Meetings can be arranged with class teachers in the first instance and then the school SENCo for parents who wish to discuss their child with either the class teacher or the Head. An appointment can be arranged via the school office.
- A procedure exists for the treatment of complaints - please see the school 'Complaints Policy'.

Secondary transfer - advice to parents

Parents of children with SEND are advised to visit all Secondary schools in their area, and to discuss their child's needs with members of the school's SEN department. Transition meetings are facilitated between parents, ourselves and the secondary school for some SEND pupils.

REPORTING TO PARENTS

1. Home-school diary for some children will be allocated at the start of the school year.
2. Reading records or homework diaries (KS2) can be used for short comments.
3. Short messages via the Teaching Assistant at entrances in the morning.
4. Parents' evenings
5. Annual written school report
6. SEND Support Plans and targets are discussed at least 3 times annually with parents.

LINKS WITH OUTSIDE AGENCIES

The school works with the following outside agencies:

1. Health Services
 - School Nurse
 - School Medical Officer,
 - MOPSS-Motor, Organisation & Perceptual Skills Clinic-Occupational Therapy & Physiotherapy based at the Children's Centre

- Speech and Language Therapy SALT
 - CAMHS (mental health)
 - Community paediatrics
2. Educational Welfare (EWO)
 3. Social Care
 4. Family and Child Therapy Service (FCTS)
 5. Voluntary agencies.
 6. EAL (English as an additional Language)
 7. Autism Initiatives
 8. CAF Team

Responsibilities and Procedures for Referral

AGENCY	REFERRER
School Nurse	SENCO/ GP
MOPSS	SENCO by referral form/GP *
Speech Therapy	SENCO by referral form/GP *
Educational Welfare (EWO)	Headteacher
Social Services	Headteacher or deputy head teacher
Family and Child Therapy Service (FCTS)	Parent through Family Doctor
Autism Initiatives	SEND Section- via SENCO
Educational Psychologist	SENCO*
CAMHS	SENCO*/ GP
Inclusion Consultant	SENCO*
Community Paediatrics	GP
EAL support	SENCO

* These services require parental permission:

Planning meetings with Educational Psychologists and Inclusion Consultants are held three times yearly.

FUTHER, MORE DETAILED INFORMATION, CAN BE FOUND ON THE SCHOOL WEBSITE WITHIN THE 'SCHOOL OFFER'.