

KEW WOODS PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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Introduction

Policy Development

This policy was revised in 2022, it accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014, Equality Act 2010, Teachers Standards 2012 and National Curriculum September 2013.

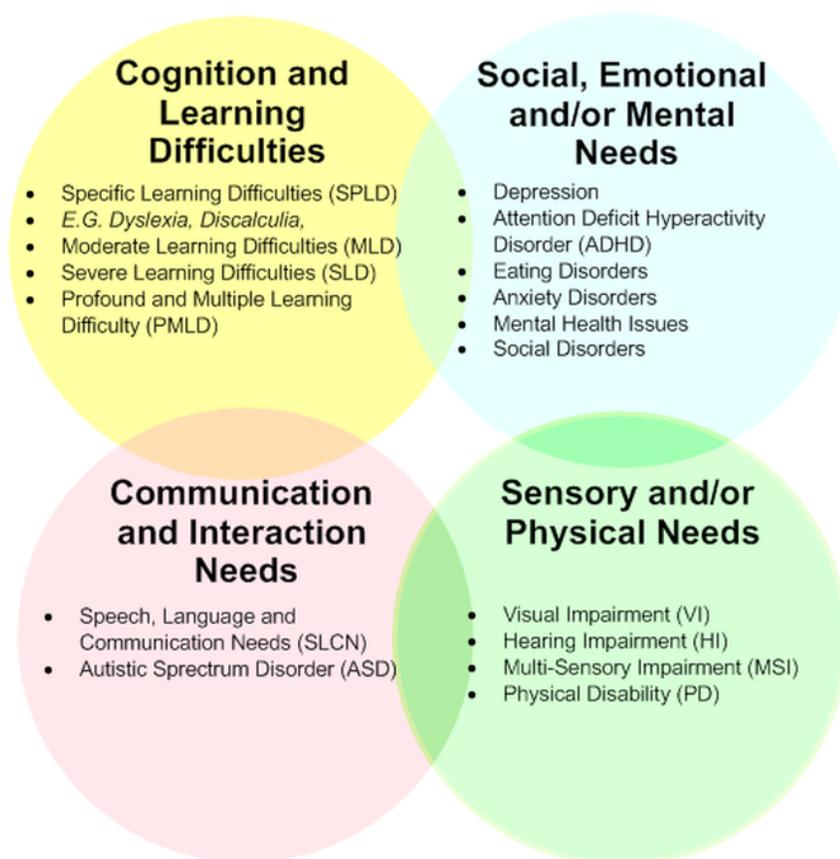
Kew Woods Primary School, which is a part of the Southport Learning Trust, is committed to providing an inclusive curriculum to ensure the best possible progress for all of our pupils, regardless of individual needs or abilities. Not all pupils with disabilities have Special Educational Needs, and not all pupils with Special Educational Needs meet the definition of Disability, but this policy applies to all of these pupils (as a group SEND).

1. *'pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'*

2. *'pupils with a disability have Special Educational Needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them; that is anything that is additional to or different from what is normally available'.*

(SEND Code of Practice 2014)

There are four broad areas of need, but these can overlap and be multiple:



Aims and Objectives

The Governing Body and teaching staff will do their utmost to address the individual needs and ensure necessary provision is made for any pupil who has SEND at any time during their time at Kew. With an emphasis on gaining knowledge as outlined in the National Curriculum, we provide full access to a broad and balanced curriculum for pupils with SEND.

Through these aims we strive to equip pupils with the necessary skills to fulfil their potential and foster a love of life-long-learning. With effective assessment and flexible provision, we hope that pupils with SEND will achieve positive life outcomes.

Objectives

- All learners will make their best possible progress;
- As part of the school's 'Graduated Response' approach described below, the needs of any child with SEND will be identified as early as possible;
- Provision for each pupil with SEND will be appropriately made, recorded and monitored;
- Upon being informed of their child's special needs, the school will seek the expertise of parents, helping build a successful partnership;
- Where appropriate, in terms of age and understanding, pupils will express their views and are involved in decisions which affect their education;
- Pupils with SEND will be integrated with their peers, to ensure high quality of learning and a constructive, positive ethos, which values their strengths;
- Appropriate standards of progress and behaviour will be expected from every child;
- The school will cooperate 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;
- The Schools Accessibility Plan reflects the needs of learners and promotes an inclusive environment.

Definitions

Special Educational Needs

The law states that a child has a special educational need if they have:

- a) A significantly greater difficulty in learning than the majority of others of the same age
- b) Disability/health condition that prevents or hinders them from making use of educational facilities of a kind provided to others of the same age in mainstream schools or mainstream post-16 institutions.

English as an Additional Language

The law says that 'children and young people do not have learning difficulties just because their first language is not English, although, of course some of these children and young people may have learning difficulties as well.'

(SEN guide for parents, DfES 2014)

Responsible Persons

Kew Woods has a designated SENDCo, Miss Lacken-Fernell, who has completed her accreditation National Award for Special Educational Needs (NASENCo award). Our designated Inclusion Leader is Assistant Headteacher, Miss Parks. Our named governor responsible for SEND is Charmaine Tarring. They work in partnership to ensure that Kew Woods' Special Educational Needs and Disability policy is aligned with the Code of Practice 2014, the Local Education Authority, and other school policies.

Role of the Inclusion Leader and SENCO

They are responsible for the arrangements for SEND provision throughout the school:

- Implementing the day to day operation of the school's SEND policy;
- Coordinating identification of and provision for children with SEND and overseeing their records;
- Updating the School Local Offer annually and ensuring it is available on the website;
- Ensuring that a graduated approach to SEND is followed in school to comply with the SEN Code of Practice;
- Updating the provision map termly;
- Collecting and signposting to suitable, high quality resources;
- Liaising with Curriculum/Subject Leaders;
- Liaising with parents/carers (if requested by class teacher);
- Liaising with external agencies;
- Liaising with other schools to support transition;
- Liaising with Headteacher, school leaders and named governor for SEND to discuss learners with SEND;
- Attending relevant courses and relaying information back to the staff;
- Contributing to the strategic development of the SEND Policy and provision;
- Maintaining and sharing the School 'SEND in a Nutshell' document;
- Monitoring the progress made by SEND children termly;
- Attending and contributing to the Trust SENDCo Cluster Group to share expertise.

Role of Teaching Staff

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

All teachers are teachers of children with special educational needs.

Staff with teaching responsibilities will:

- Identify, as early as possible, the learners with SEND within their own class;
- Consult the SENDCo when setting up SEND Support Targets;
- Inform Parents/Carers of concerns;
- Update records as and when necessary;
- Be supportive towards families during staging/ statutory assessment procedures;
- Organise the learning environment to take account of learners with SEND;
- Differentiate and adapt tasks to allow maximum access to the curriculum;
- Provide a variety of teaching methods and approaches;
- Share and explaining new targets with Parents/ Carers;
- Ensure support staff are well deployed and effective;
- Keep records of SEND meetings up to date;
- Monitor pupil progress termly in line with the SEN Code of Practice;

- Take full responsibility for the progress of children with SEND when they teach them.

Local Offer

The 'Local Offer' is the Borough of Sefton's offer of Special Needs services within the local area. More information can be found on:

<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Kew Woods' SEN offer (school information report)

This is a report outlines all the services, interventions and provision provided for children with SEND within Kew Woods Primary School. Please see the school website for the full report: www.kewwoods.co.uk. You may find it useful to read this policy in conjunction with the School Information Report.

Identification, Assessment and Management

Whole School Approach

A whole school approach exists for all subjects. The emphasis in the Kew Woods curriculum is that:

1. Learning is a change to long-term memory.
2. Our aim is to ensure that our pupils experience a wide breadth of study and have, by the end of each Key Stage, long-term memory of an ambitious body of knowledge.

Pupils with SEND are included, continuously monitored, provided with materials and resources appropriate to their needs so that they are able to commit new knowledge to their long term memory. Positive and constructive attitudes toward pupils are encouraged, so that strengths are valued and used as learning tools, while weaknesses are considered part of the learning process.

Identification and Assessment

Teachers will consult the SENDCo when a pupil fails to make progress or shows signs of any of the following:

- Difficulty acquiring literacy and numeracy skills
- Persistently challenging behaviour
- Emotional and social difficulties
- Sensory or physical problems
- Communication or interaction difficulties

In the Foundation Stage and Years 1 and 2 the assessments used are:

- Identification of need using Early Years foundation stage goals (Nursery and Reception)
- Teacher/TA observations – ongoing formative assessment (day-to-day)
- Informal and formal meetings with parents to raise and discuss concerns
- Summative assessments in reading, writing and maths
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern

- KS1 SATs assessment

In Key stage 2 (Yrs 3, 4, 5, 6) the assessments used are:

- Teacher/TA observations- ongoing formative assessment (day-to-day)
- Informal and formal meetings with parents to raise and discuss concerns
- Summative assessments in reading, writing and maths
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern
- End of Key Stage 2 SATs tests

Graduated Response

Kew Woods is committed to early identification of SEND and has an embedded **graduated response** to meeting SEND in line with the Code of Practice 2014.

The 'Graduated Response' at Kew Woods consists of:

Step 1 - '*High Quality Provision*' within the whole class environment.

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

Step 3 - '*SEND Support*'- If targeted intervention or additional support from external agencies is required over a prolonged period, the pupil is placed on the SEND Register. SEND Support Plans will be developed for each of these pupils and will set out individual targets for them.

Step 4 - *An Education, Health and Care Plan* is applied for when an alternative school provision is best suited to the needs of a pupil or when regular multi-agency meetings are essential for the progress of a pupil.

Once a special educational need is identified, consecutive actions are taken to put effective support in place. The approach we adopt is the '**Assess, Plan, Do, Review**' as identified in the Code of Practice. The approach cycle is reviewed regularly to inform support and planning for individual pupils - parents and learners are engaged at all stages.

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*)

Inclusion

A commitment to monitoring progress and attainment is built into the school's overall approach to identifying and meeting the needs of all pupils in a wholly inclusive environment. The senior leadership team and class teachers hold termly 'Pupil Progress Meetings' to monitor each pupil's progress. The SENDCo is notified at this point of pupils who are not meeting age expectations or whose progress is slower than expected. Pupils, including those with SEND, are assessed to ensure that new learning has been assimilated and that they have a broad understanding of the topics they have studied as well as the use of key vocabulary. In order to support the pupil's progress, the SENDCO assists the class teacher in deciding which intervention/resource/external

agency is appropriate. This support may be on either a short term (additional response) or longer term (SEND support) basis. Termly, the SENDCO monitors the progress of pupils with SEND and implements the 'Graduated Response' as necessary to increase or reduce the amount of additional support required.

Addressing various levels of SEND

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.

When the child continues to make less progress than expected after two terms, the class teacher and Inclusion Leader will meet together to evaluate previous interventions or additional strategies.

- Classroom organisation and management
- Differentiation (in-class support by teacher or small group work)
- Intervention programmes
- Use of specialist equipment
- Speech and Language groups
- Advice and support from external agencies, such as: *educational psychologists, inclusion consultants, speech and language therapists, community paediatricians, occupational therapists, Mental Health practitioners, physiotherapists, our school nurse etc.*

If appropriate, the pupil's name will be placed on the SEND register and additional support is implemented. SEND Support Plans only include information that is additional to or different from, a differentiated curriculum, and usually focus on three or four specific targets. Pupils with SEN are assessed termly using a small steps tool called B Squared. Consequently, small progress can be measured both academically and socially.

Furthermore as a transfer document at the end of the year, the SEND Support Plan informs the new teacher and/or new school. The school additionally uses Provision Mapping, Cpoms, the Google Drive and the class blue box to transfer information between staff.

Education, Health and Care Plan

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

Education, health and care plans are subject to annual reviews once they are issued. The purpose of this meeting is to assess the progress that a child has made toward meeting the objectives specified. Afterwards, a decision must be made regarding the continuation of the EHCP.

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.

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.

Supporting SEND Pupils with Wellbeing and Mental Health

All pupils at Kew Woods, including pupils with SEND, are supported with well being and mental health through curriculum and enrichment opportunities (see SEND Information Report). Additional well being and mental health provision is available for SEND pupils using the following avenues:

- referrals to outside agencies for support – achieve 360 counselling and animal therapy in school and CAMHS.
- Completing programmes of support in school (good to be me –self esteem programme, ‘becoming socially talented’ – friendship and social communication programme). School also offers 1:1 counselling sessions using Achieve 360 animal therapy where appropriate.
- An Early Help case may also be opened for regular meetings where appropriate.

Administration

Record Keeping

Each child with SEND has information stored securely on Cpoms, the Google Drive and where appropriate, in the class blue boxes - this consists of SEND Support Plans and records from external agencies. Class teachers can access documents relating to children with SEND from their computer by using a secure password and login.

Liaison

Working with parents

In order for children and young people with SEND to achieve their potential, partnership with parents is crucial. The school recognizes that parents hold important information and have experience and knowledge that can contribute to a shared understanding of a child's needs and the best way to support them. We will treat all parents of children with special educational needs as partners and support them in playing an active and valued role in their children's education. In consultation with the class teacher, parents will be invited to set targets for their SEND Support Plans. Parents are invited to attend two parent's meetings and one additional meeting with the school SENDCo annually. Additional meetings may be arranged with external agencies where appropriate or at parental request.

Reporting to Parents

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

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 SENDCo for parents who wish to discuss their child with either the class teacher or the Head. Appointments are arranged via the school office.
- We have a policy that governs the treatment of complaints - please refer to our 'Complaints Policy'.

Secondary transfer - advice to parents

Parents of pupils 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 SEND department. Transition meetings are facilitated between parents, ourselves and the secondary school for some SEND pupils.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- 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
- Educational Welfare (EWO)
- Educational Psychologist services
- Social Care
- Family and Child Therapy Service (FCTS)
- Voluntary agencies
- EAL (English as an additional Language)
- Autism Initiatives
- Early Help Team

Responsibilities and Procedures for Referral

AGENCY	REFERRER
School Nurse	SENDCO/ GP

Occupational Therapy	SENDCO by referral form/GP *
Speech Therapy	SENDCO by referral form/GP *
Educational Welfare (EWO)	Headteacher or Deputy headteacher
Social Services	Headteacher or Deputy headteacher
Achieve 360	SENDCO*
Educational Psychologist	SENDCO*
CAMHS	SENDCO*/ GP
Inclusion Consultant	SENDCO*
Community Paediatrics	GP
EAL support	SENDCO

*These services require parental permission:

Anti-Bullying and SEND Pupils

The school takes incidents of bullying very seriously, including in respect of children with SEND. In the first instance please speak to the child's class teacher who will refer the matter to the Senior Leadership Team where appropriate. Staff will adhere to the school 'Anti-Bullying' Policy in respect of this.

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