



Kingsleigh Primary School

Special Educational Needs Policy

Post Holder Responsible: Deputy Headteacher

Committee Responsible: Curriculum

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Kingsleigh Primary School
Special Educational Needs Policy

Aims

- To fully implement the revised SEND Code of Practice
- To value, encourage and accept all pupils whatever their individual needs
- To ensure that every pupil has his or her particular needs recognised and addressed in order to meet their needs.
- To enable all pupils to experience success and to make progress that is at least in line with prior attainment.
- To apply inclusion principles across all curriculum areas and in all aspects of teaching and learning.

Objectives

- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To identify and monitor the needs of the pupils with SEN, drawing on the resources of the whole school.
- To offer high quality support to ensure that all identified needs are met paying particular attention to providing an optimum learning environment and providing appropriate resources
- To recognise that effective special needs practice is effective practice for all pupils
- To seek and take into account the views of the child and parents/carers
- To acknowledge and draw on parent/carer knowledge and expertise in relation to their child
- To ensure that effective partnerships are developed and maintained with a range of agencies to support pupils learning and development

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature of the difficulties experienced by the child and recognises that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definition of Special Educational Needs

In September 2014, the new special educational needs and disability (SEND) Code of Practice came into effect. The changes to the Code of Practice take account of feedback from three consultations, carried out by the Department for Education, and subsequent changes made to the Children and Families Bill during the final stages of its passage through Parliament.

Overview of changes from the 2001 Code of Practice (CoP)

- *The new CoP covers the 0 - 25 age range and includes disabled children as well as those with SEN.*
- *There is a focus on the **participation of children & parents** in decision-making, at individual and strategic levels.*
- *There is a focus on **high aspirations & improving outcomes** for children.*
- *There is guidance on a graduated approach to special educational needs (assess, plan, do, review) and rather than the codes 'School Action' and School Action Plus+' there will be a single category of **SEN Support**'.*
- *All schools **must publish an SEN Information report**.*
- *Schools and colleges will be more accountable for funding allocated for SEN and disability.*
- *There is guidance on the **'Local Offer'** of support for children with SEN & disabilities.*
- *There will be new 0-25 years **Education, Health & Care Plans (EHCP)** which will replace Statements and Learning Difficulties Assessments.*
- *The new CoP supports developing a process to make personal budgets available to parents and/or young people with EHCPs*

Information taken from the Code of Practice (2014), p15:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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, or*
- *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*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Disabled children and young people

'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Medical needs

Kingsleigh Primary School is an inclusive community that **welcomes and supports children with medical conditions**. We provide all children with medical conditions the **same opportunities as for all children**.

- The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions.

What do we do to meet the needs of children with medical conditions?

- At Kingsleigh, Care Plans will specify the type and level of support required to meet the medical needs of such pupils. This is written with parents/carers and often with the School Nurse. The purpose of this document is to ensure the safety and well-being of the child in whatever situation he/she may come across during the school day and to inform any adult working with that child about their physical/medical needs. The care plan serves as a risk assessment and supports the staff when making decisions about inclusive practice.
- The school follows guidelines for policy and practice which are detailed in the Intimate Care Policy.
- Where children and young people also have SEN, their provision is planned and delivered in a co-ordinated way with the Care Plan.
- Kingsleigh Primary School has regard to the statutory guidance '*Supporting pupils at school with medical conditions*'.

What types of SEN are there?

(Code of Practice, p97, 2014)

*'These **four broad areas** give an **overview of the range of needs** that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.'*

Broad areas of need

Communication and interaction: Children and young people 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 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 and young people with Autistic Spectrum Disorders, including Asperger's Syndrome and Autism, 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.

Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties: Children and young people 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 and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability which 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 and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SEN at Kingsleigh Primary School

'All teachers are teachers of children with special educational needs.'

Identification, monitoring and assessment

At the heart of the work in our school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects/area of learning fall significantly outside the expected range may have special educational needs (SEN). Our staff quickly identify who may need additional support in school and this is an ongoing, continuous cycle. Children's needs change over time and therefore the levels of and types of support needed reflect these changes.

The school assesses each child's current levels of attainment on entry in order to ensure that we build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting and parents/carers to the SENCO and the child's class teacher. They will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class

- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home

We adhere to the Code of Practice (2014) which makes these points:

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

A significant amount of support ('extra/additional help') is also in place for our children who do not have SEN but may experience a range of challenges in the school environment. Please see our Waves of Provision map in the appendix; this shows what support can be put in place in all of our classrooms, as our standard practice.

Parents/carers are encouraged to come in to school to talk to their child's class teacher about any concerns they may have.

Differentiated Curriculum Provision - Waves 1, 2 & 3

In order to make progress a child may only require differentiation of the plans for the whole class (Wave 1 – Quality First teaching). The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily and weekly planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future

differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. If the child requires further support to this, in order to make progress then the class teacher will employ Wave 2 strategies. Wave 2 interventions include small group targeted work which takes place over a pre-determined period of time.

Wave 2 interventions include:

Phonics work
Spelling activities
Basic number skills
Sensory circuits
Learn to move, move to learn
Social communication groups
Reading schemes – Fuzz Buzz, Words First

It may be that a decision is made, in consultation with parents/carers, to develop provision at the **Wave 3 level. This would indicate special educational needs and would be recorded as such on the school's SEND register (held by the SENCo) which is reviewed regularly.**

REFERRING TO EXTERNAL AGENCIES and OTHER PROFESSIONALS

The school may refer to external agencies for further assessment/advice. This would only be actioned with the agreement of parents/carers and child (where appropriate).

Other agencies/professionals we work with regularly:

Learning Support Service (LSS)

Educational Psychology Service (EPS)/Private Educational Psychologist

Linwood School Outreach Team

Bournemouth Septenary Trust (BST) schools

Behaviour Specialists

English as an Additional Language (EAL) specialists

Child and Adolescent Mental Health Service (CAMHS)

Private Occupational Therapist

Private Speech and Language Therapist

NHS – Poole hospital Children's Therapy team (OT, PT), paediatricians, GPs, school nurse, speech and language service, occupational therapists, physiotherapists

Children's Social Care teams

Family Solutions Team (FaST)

Parent Practitioner team

Early Help Team (Bournemouth Children's Trust – See Appendix 4)

Admissions and Special facilities

Pupils with SEN are admitted to the school on the same basis as any other child (see admissions policy)

The school welcomes applications for admission from the parents of pupils with mobility difficulties. The governors will make every effort to accommodate a pupil's particular needs and would work with the LA to improve facilities where necessary (see Disability Equality Scheme)

Roles and Responsibilities

SENCo (Special Educational Needs Co-ordinator)

The SENCo, with the support of the Additional Needs Team, Head teacher and Board of Directors, are responsible for the day-to-day operation of provision made by the school for pupils with SEN. They provide direction for other members of staff in this area of work. They ensure that the school's SEN policy and practices identify and meet the needs of pupils resulting in improved standards of achievement. (Education Act 1993 and the Code of Practice)

The Board of Directors

The duties of the Board of Directors are as follows:

- To do their best to ensure that the necessary provision is made for any child who has Special Educational Needs.
- To ensure that, where the 'responsible person' – the Head teacher or the appropriate director– has been informed by the LA that a child has Special Educational Needs, those needs are made known to all who are likely to teach him/ her.
- To ensure that teachers in the school are aware of the importance of identifying and providing for, those children who have Special Educational Needs.
- To consult the LA and the directors of other schools, when it seems necessary or desirable to them, in the interests of co-ordinated provision in the area as a whole.
- To ensure that children join in with the activities of the school with other children who do not have Special Educational Needs, so far as is reasonably practical and compatible with the children receiving necessary educational provision, the efficient education of other children in the school and the efficient use of resources.
- To have regard to the Code of Practice when carrying out their duties toward all children with Special Educational Needs.
- To recognise that Special Needs is an area where much confidential information relating to the children is needed in order to assess and allocate the appropriate provision. The Board of Directors is concerned with policy and overall provision rather than specific cases. Directors respect the Parents' right to confidentiality.

The SEN Director may need to know more specific information and will liaise with the SENCo, both on an informal and formal basis, as necessary.

The Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The child's teacher, in consultation with the Head/SENCo, is responsible for providing an appropriate programme of work for individual children. This may involve an individual programme at times. Teachers work closely with Teaching Assistants and with year groups and key stages to discuss children's progress, to note any concerns and plan action. This is to provide continuity and progression, especially as the children transfer from class to class.

The class teacher will direct and plan with the Teaching Assistants any help or differentiated support a child needs. These discussions will occur during planning meetings, and as necessary throughout the week. Children's progress is monitored termly, and year groups detail the additional support (Waves 2 and 3) given to all children.

The Teaching Assistant

All TAs have been involved in professional development to support the teaching and provision for children with additional needs within school. Some TAs have specific roles to work 1:1 with children with Statements of SEN or EHC plans.

Under the guidance and direction of the class teacher the Teaching Assistant will:

- Assist individual children and groups with class work and associated activities
- Implement Individual Education Programmes
- Adapt and interpret lessons and instructions to children
- Assist with the assessment and recording of pupil progress
- Provide supervision, in and out of the classroom, for children with behaviour problems

Partnership with parents

Partnership with parents plays a key role in enabling pupils 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 pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education. The school will always tell parents when their child is receiving extra support.

We encourage parents to make an active contribution to their child's education by attending regular meetings to discuss the progress of their child and to meet with the class teacher and Inclusion Leader as necessary to discuss progress and support strategies.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. The class teacher will work closely with parents at all stages and should be the first port of call in case of any

difficulty. If parents have concerns, they should first talk to the classteacher and then the Inclusion Leader if necessary.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 and pupils starting school in Pre-school or Reception is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools, Nursery and pre-schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

There are links with Linwood special school and Portfield special school to provide both inclusion opportunities for pupils and advice and support from staff members

Allocation of resources

The Deputy Headteacher is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with statements of special educational need/Education Health Care Plans.

The school spends money on:

- Teaching assistants
- Training for all teachers and teaching assistants so they can meet pupil's needs more effectively
- Resources to support specific pupils / groups of pupils

The school receives additional funding for pupils with statements/EHCPs.

Staff Training

Professional development in the area of SEND is arranged as appropriate to meet individual needs and wider school objectives, e.g. Dyslexia-friendly classrooms. The school accesses training made available by a range of providers, including: NHS courses, Educational Psychology Service, local specialist schools offer of training (autism, social story writing, communication workshops, transition management), observing other professionals in our school and in other schools, and training provided by the Bournemouth Septenary Trust (BST) during INSET days.

Complaints about SEN Provision

Any parent or carer who feels they may have a complaint to make about the SEN provision in Kingsleigh Primary School should initially address the complaint to the Headteacher following the schools complaints procedure.

