



Kingsthorne Primary School

SEND Policy

What are Special Educational Needs?

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.

The Code of Practice (2015) states that a child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Are under compulsory school age and is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them
- For a child under 2 years of age, special education provision means educational provision of any kind

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.

Special educational provision means:

The child will receive educational provision (help and support) which is additional to, or different from, the provision which other children of their age receive.

The main areas of Special Educational Needs are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

Kingsthorne's Principles and Procedures:

Our policy is based around the solid principles that every child at Kingsthorne Primary School is entitled to the very best education regardless of gender, race, ability or disability.

Every teacher at Kingsthorne is responsible for meeting the needs of individuals in their class by the use of relevant interventions, resources and individualised planning. 'Every teacher is a teacher of SEN' *SEND Code of Practise 2015*.

Our Fundamental Principles are:

- To provide children with special educational needs, access to a broad and balanced curriculum.
- To ensure quality of opportunity in the curriculum.
- To work in partnership with parents, meeting regularly to discuss progress and set targets.
- To liaise with outside agencies who are involved with individual SEND children.
- To monitor and assess the progress of SEND on a regular basis.
- To ensure that the views of the child are always sought and taken on board.

Our General Principles are:

- There should be a graduated approach to meeting SEN, encompassing a range of strategies.
- There must be a differentiated curriculum and planning.
- Interventions need to be purposeful and effective in their delivery and outcome.
- Provision for a child with SEN should match the nature of their needs.
- There should be regular recording of a child's SEN, the action taken and the outcomes.

The Management of SEN

Mrs Sarah Lee is the Special Educational Needs Co-ordinator (SENCO) within Kingsthorpe Primary School.

The SENCO, in collaboration with the Headteacher, SLT and the Governing Board, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO will:

- Oversee the running of the provision for pupils with special educational needs including general class, small group and individual pupil support.
- Advise on the organisation and work management of the teaching support staff.
- Maintain the school's special needs register and all required documentation.
- Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Ensure annual reviews for EHC pupils are completed.
- Regularly review and monitor SEN provision throughout the school.
- Contribute to the in-service training of staff.
- Attend regular meetings with the designated SEN Governor.

In practical terms in school this includes:

- Liaising with and advising teachers in strategies of support to meet children's individual needs.
- Completing paperwork, planning and running Annual Reviews for pupils with an EHC.
- Working with Pupil and School Support to develop SEN strategies within school.
- Linking with secondary schools to ensure good transitions of SEN pupils.
- Completing referrals to other educational/health services.
- Setting up the audit, inputting information, collating information.
- Assessing pupils.
- Working with pupils.
- Keeping up with changes in SEN recommendations.
- Conduct annual reviews of the school's Local Offer with stakeholders.

Admissions

The school adheres to the admission policy of the LA and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with special needs who are without an EHC. It does, however, endeavour to provide appropriate support for pupils with a range of special educational needs.

Admissions as part of the "Fully Accessible Mainstream School" are processed by the LA through the standard assessment procedures.

Resources

With regard to the annual allocated budget as set out in the LA documentation and in line with the aims and beliefs of this policy document, the following information outlines the basis on which the school plans for the delivery of SEN support.

The school seeks to allocate its resources in such a way as to enable pupils with special educational needs full access to the National Curriculum and also to take a full part in the whole of school life.

Full-time and part-time Teaching Assistants are employed to support the children with learning difficulties throughout the school.

An annual budget is allocated for the provision of specialised equipment/resources to support the children with both physical disabilities and learning difficulties.

Children who have Education Health Care Plans are funded through the Criteria for Special Provision (CRISP).

Analysis of Best Value

The Headteacher, SLT and the SENCO use both quantitative and qualitative analysis in the evaluation of SEN provision. The following criteria are used to establish best value:

- Pupils on the SEN register having made varying degrees of progress according to staff records.
- Comparative data from standardised tests (eg. SATs,) are used as guidelines for assessing the pupil's ability in working to their full potential.
- Regular unaided assessments in the core subjects. (Reading, writing and maths)
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with special educational needs.
- Monitoring of SEN provision via a range of proformas to gather information on pupils, staffing and systems in place.

Future Planning

Future planning on SEN takes place in accordance with:

- Ongoing evaluation of best value
- Annual SEN budget allowance
- Ongoing LA and government directives.
- The individual requirements of the children with special educational needs.



Identification, Assessment, Record-keeping and Review

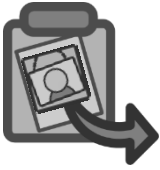
During the child's time in school their performance will be continuously monitored by their class teacher and standards leaders.

The class teacher will endeavour to make an accurate identification of the child's needs and will differentiate and try a different teaching and learning strategy to support the child through Quality First Teaching.

This is best described using Kingsthorne's 'Code of Practice Ladder of Support'. This ladder describes the criteria/triggers for each stage of the code of practice and the additional support the child will receive:

Kingsthorne's Code of Practice Ladder of Support

Category	Identifying your child's needs:	What will be going to support them?
<p>Concerns</p> 	<ul style="list-style-type: none"> - Beginning to fall below age related expectations. - Not making expected progress despite differentiated and support approach. - Showing signs of a communication/physical/cognitive Sensory need despite provision of differentiated planning/equipment. 	<ul style="list-style-type: none"> - Concerns tracker will be put in place and completed by SENCO Class Teacher and Parent. - SENCO will conduct observations and identify support strategies that can be put in place. - Planned use of differentiated objectives, activities and support materials used to support, engage and encourage. - Becomes part of an: assess - plan – do - review cycles using a graduated approach.
<p>Pupil Profile</p> 	<ul style="list-style-type: none"> - Continue to fall below age related expectations. - Not making expected progress despite differentiated and support specific approach. - Continue to show increasing and more explicit signs of a communication/physical/cognitive/ sensory need despite provision of differentiated planning/equipment. - School may feel the need to or have already made referrals to outside agencies – PSS, EP, CAT, and SALT. 	<ul style="list-style-type: none"> - Pupil Profile completed to develop a thorough understanding of pupil and how they learn by SENCO, teacher and parents. - Individual targets set and worked towards/monitored. - Universal Support – small group work (max 6 pupils). - Subject/classroom sets. - Use of specific equipment and resources. - Outside agencies – PSS, CAT, EP, SALT may give advice and strategies to support. - Pupil may be assessed on PSS assessment continuum.

Category	Identifying your child's needs:	What will be going to support them?
Pupil Profile Specific Support Plan 	<ul style="list-style-type: none"> - Progress across curriculum limited despite a period of classroom and universal support. - Need for Crisp assessment. - Need for continued or specific involvement of outside agencies (sometimes multi agency involve maybe needed). 	<ul style="list-style-type: none"> - Pupil Profile continually reviewed and updated to develop a thorough understanding of pupil and how they learn by SENCO, teacher and parents. - Specialised and individual targets set and worked towards/monitored. - Continuation of universal support. - Implementation of more targeted support (small groups, 1:1, specific intervention programmes). - Subject/classroom sets. - Use of specific equipment and resources. - Outside agencies – PSS, CAT, EP, SALT may give advice and strategies to support. - Multi agency strategy approach.
EHC	If a pupil continues to make limited progress even after a period of targeted specific support or demonstrate a significant cause for concern regarding the school being able to meet a child's complex needs parents and/or school may request Statutory Assessment (apply for an EHC)	

Evaluating Success

SEN Records

The school SEN records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny by relevant persons:

- SEN register
- Kingsthorpe Local Offer
- Concerns Trackers
- Pupil Profiles and Support plans
- Individual Provision maps/plans
- Monitoring information
- Reviews
- Reports

Monitoring Provision

Information is available within school in respect of the effectiveness of the support available for pupils with identified special educational needs. It is gleaned from monitoring and evaluation via observations of:

- Whole class/group teaching.
- Small group/individual teaching
- In-class support
- Pupil tracking/progress
- Informal interview with pupil/teaching assistant/teacher
- Use of differentiated teaching/resources/equipment/planning
- Practical use of pupil profiles
- Baseline assessments
- Learning Walks
- Book Monitoring

The Role of the Governors

The SENCO will produce an annual report for the governing body which will state the number of pupils with special educational needs in the school and to comment on the school's effectiveness in the implementation of the SEN policy in respect of:

- Identification of needs.
- Notification to parents of a child who is deemed to have special educational needs

- Assessment of needs
- Provision for meeting special educational needs
- Provision of an inclusive environment for all
- Methods of monitoring, recording and reporting.
- SEN funding and spending.
- Deployment of equipment, personnel and resources
- The use made by the school of the outside agencies and support services
- SEN as an integral part of the school development plan.

The Governor with responsibility for SEN is Mr Ian Meacheam.

Parent Partnership

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school.

The process for contact with parents in respect of pupils who have special educational needs will be:

- The class teacher will discuss with the parent any concerns regarding their child and SEN
- SENCO to meet with parents to discuss pupil's SEN status (Kingsthorpe Code of Practice Ladder of Support).
- Class Teachers, as part of our continuous cycle of review, will meet with the parent to review pupil profiles and targets. Where possible the SENCO will be involved in these meetings.
- SENCO to initiate additional meetings to take place when appropriate or when there may be a concern over the pupil's progress.
- SENCO will seek parental permission for the involvement of outside agencies.
- SENCO to meet with parents where a request for formal assessment is to be made.
- In addition to reviews/parents evenings those parents who have a child with a statement of special educational need will be invited to an annual review.

Further to this, the school operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any convenient time. They have the right to access the records relating to their own child and any school documentation deemed appropriate.

Queries and Complaints

Parents are partners with the school and are welcome to query decisions made by school through the school's designated channels as laid down in the school complaints policy.

In-Service Training

In-service training is available in respect of SEN for the whole school or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need. It will be delivered by one of the following:

- SENCO
- Individual member of staff who has a designated specialism
- LEA support services
- External consultants

A record of all training delivered and subsequent evaluations will be kept by the SENCO.

External Agencies/Support Services

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality support, which focuses on the needs of the child.

The following services/agencies are available to/involved with the school.

- PSS – Pupil and School Support Services
- Sensory Support Service (hearing impairment and visual impairment).
- CAT – Communication and Autism Team

- PDSS – Physical Disabilities Support Services
- Educational Psychology Service
- Health services (including Physiotherapy)
- Occupational Health
- School Nurse
- Speech and language
- Voluntary Services

Links with Other Schools:

Regular transition meetings with the relevant preschool/nurseries and secondary schools are held during the Summer Term.

As a fully inclusive school we welcome contact with other establishments and are happy to be involved in the sharing of good practice.