



Kates Hill

COMMUNITY PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Draft document to SLT:	
Document to staff:	
Draft document to governors:	
Policy adopted by Governors on:	
Policy In Place	October 17
Review Date 1:	October 18
Review Date 2:	March 2019
Review Date 3:	January 2020

Key people relating to this policy:

Head teacher: Mrs Kathryn Harvey

Inclusion Team: Mrs Karen Laming (SENCo), Mrs M Hollis (Social Inclusion Manager) Miss K Owen (Nurture Manager), Miss S.Costins (EAL Teaching Assistant)

Designated Members of staff with Safeguarding Responsibility: Mrs Kathryn Harvey
Mrs M Hollis, **Governor:** Mike Searle

Designated Member of staff with Looked after Children Responsibility: Mrs M Hollis

Designated Member of staff with Attendance Responsibility: Mrs R Vadhva

All teaching and support staff

The Role of SEND for the SENCo

- The SENCo in collaboration with the Head Teacher and governing body, plays a key role in determining the strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND.
- The SENCo with the support of the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

The key responsibilities of the SENCo

- Co-ordinates devising and writing SEND policy
- Oversees day to day operation of policy
- Ensures effective information regarding policy is provided to staff
- Maintains school's SEND register
- Liaises with and advises staff to offer help in the identification of a child with SEND and subsequent assessment
- Co-ordinates provision for children with SEND
- Discusses with class teachers the modification of learning materials, appropriate teaching methods and the adoption of special strategies
- Liaises with parents of children with SEND and offers help and support in the recognition of their child's special needs
- Arranges relevant training of staff
- Supports staff in the writing of MY Plans and reviews (if requested)
- Monitors Provision Map/My Plan
- Referral for EHCP
- Conduct Annual/Interim Statement/EHCP reviews
- Liaises with external agencies
- Liaises with the designated SEND governor
- Report to governors

- Keeps the Head teacher informed

The Role of the Governor

In relation to SEND, the role of the governing body is to make sure that:

- they are fully involved in developing and monitoring the school's SEND;
- all governors, especially the SEND Governor, is kept up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- must have regard to the DfES/SEND Code of practice (2015);
- SEND provision is an integral part of the School Improvement Plan; *and*
- The quality of SEND provision is continually monitored and evaluated.

Class teacher role

- Must have an awareness of the needs of all their pupils and deliver an appropriately differentiated curriculum to cater for their needs. They have overall responsibility for ensuring the progress of SEND children
- Inform parents if they have concerns about a child.
- Raise a 'Cause for Concern' (Appendix 1) for a child, to be given to the SENCo and/or the Inclusion Support Manager.
- Implement Individual Education Plans and review them 3 times per year with pupil and parent/carer (My Plans)
- Liaise with the SENCo or Social Inclusion Manager regarding children with SEND
- Be responsible for writing new My Plans for pupils with an EHCP.
- Ensure EHCP review paperwork is completed on time.
- Keep up to date records of Interventions/Outcomes and Impact
- Keep provision map up to date (EDUKEY)
- Ensure that pupils are aware of the expected outcomes and that they have a clear understanding of what they need to achieve
- Plan and work with non-teaching staff to ensure quality practice and support for children with SEND
- Ensure that Children identified as SEND are reflected in weekly planning for English, Maths and Reading

Support Staff (Teaching Assistants)

Our TAs work mainly within class based Phonics, Guided Reading, English and Maths sessions, supporting identified children and small groups. This enables us to offer effective support to those children with higher levels of need. Their work is carried out under the direction of the class teacher, Inclusion Leader and/or external agencies. Some TAs work with children who are at SEN Support or above on specific My Plan targets. Teaching Assistants work closely with the SENCO and the class teachers to plan for the provision for children with SEND within the school. They help to collate and record information required to make referrals to external agencies.

A wide range of intervention programmes are delivered to meet the needs of groups and individuals.

Our TA's will also provide support for children with social, emotional or behavioural difficulties. They provide a safe and secure environment for children to talk to an adult, particularly for those children who have low self-esteem, poor social skills or feel differently from their peers

At Kates Hill we believe that inclusion is:

- where every child is given the opportunity to access the curriculum and achieve their full potential;
- where teachers respond to pupils' diverse learning needs by employing a range of teaching strategies; and
- where parents/carers are encouraged to play an active part in helping their child.

All members of the school community are treated with the respect and sensitivity implicit within the practice of a code of equal opportunities and inclusion. Equality of treatment and opportunity operate regardless of background, ability, gender, religion, disability or ethnicity.

The Inclusion Team at Kates Hill Community Primary School consists of the SENCo, Social Inclusion Manager, Nurture Manager, EAL Teaching Assistant, and Parent Liaison Officer.

In order to create a full and effective Special Educational Needs and Disabilities Policy references are made to further policies:

- Behaviour
- Equal Opportunities
- Child Protection/Safeguarding
- Gifted & Talented
- Nurture
- Children Looked After
- Supporting Children with Medical Conditions

Aims:

- Kates Hill Primary School aims to provide a happy, stimulating and secure environment which will enhance its children's desire to learn and help them to find achieve in all areas through the development of skills, concepts and knowledge.
- We aim to be aware of factors which may indicate a child has special or additional educational needs, as soon as possible in order to avoid periods of failure or frustration.
- To ensure that our pupils are given appropriate support in order to achieve and access the curriculum being fully integrated into all school activities.
- To involve parents in developing a partnership of support, enabling them to have full confidence in the strategies adopted by the school.

Special Educational Needs and Disabilities (SEND)

A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities requiring special provision to be made in school.

At Kates Hill we encourage a child centred approach to learning acknowledging the special nature of each child's needs within the school. There is a percentage of children who at any one time, will be deemed to have a SEND, whether it be for:

Communication and interaction (e.g. autistic spectrum and language disorders, stammering, understanding, speech)

Cognition and learning (e.g. dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay)

Social, Emotional and Mental Health (e.g. ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)

Physical and Sensory (Hearing impaired, visually impaired)

Note: In the 2015 Code of Practice, behaviour is no longer regarded as an SEN, the underlying causes of severe behaviour are. They need to be identified through working closely with the family and child. It may be that these needs are met through other plans which may be drawn up in collaboration with outreach services (i.e. Sycamore Centre or Autism Outreach).

If children have mental health needs, parents are encouraged to ask their GP to make a referral to CAMHS or the Paediatrician. School will support parents with letters or by facilitating meetings or attending CAMHS appointments at parents' request. Some behavioural needs can be met through specific interventions led by the school's Educational Psychologist or behaviour/Learning Manager and their teams.

Disability Equality

As part of its duty to prevent discrimination against disabled pupils, in accordance with the SEN and Disability Act 2001, Kates Hill Community Primary School will:

- ensure that disabled pupils are not treated less favourably, without justification, for a reason which relates to their disability;
- make reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled;
- plan strategically for and make progress in improving the physical environment of the school for disabled children, increasing disabled pupils participation in the curriculum.
- The school has made alterations to the building in order to accommodate wheel chair users and allowing children to be able to access all areas of the curriculum and participate fully in school life.

Management of Special Educational Needs in the school

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school

- Closely monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the Curriculum. This will be co-ordinated by the Inclusion Leader and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and that all pupils' needs are catered for
- Work with parents to gain a better understanding of their child's needs and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions about their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged across school through wider opportunities such as school council, residential visits, school plays, sports teams and play leaders at break times

Identification of Pupil Needs

At Kates Hill Primary School we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2015).

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 educational 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 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.

A child under compulsory school age has special educational needs if he or she 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 (Section 20 Children and Families Act 2014).

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

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.

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision.

There are other factors which impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation - these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium grant
- Being a Looked After child
- Being a child of a serviceman/woman

A Graduated Approach to SEN Support

Quality First Teaching: At Kates Hill Primary School all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) If concerns remain the Class Teacher will inform parents of their concern and intention to involve the Inclusion team for their advice and support.

e) Staff will complete a 'Cause for Concern Form' and pass it to the SENCo or the concern will be shared with Inclusion team so that it can be determined which level of provision the child will need going forward.

f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share

information and knowledge with the school and may be asked to attend an informal meeting with the SENCo, Inclusion Support Manager/Member of the Inclusion team where a "Pupil Information Record" may be completed.

g) The pupil will then be placed onto the SEN register and will begin their journey on the Learning Pathway. They will then have a 'My Plan' outlining their personal targets.

h) Parent Consultation, review meetings and Parents' evenings are used to share concerns and inform parents of the progress being made by children.

i) If a pupil has recently been removed from the SEN register, continued monitoring will be necessary to ensure outcomes are still being achieved.

SEN Support

Some children need educational provision that is additional to or different from that made generally for other children.

Where it is determined that a pupil does have SEN, parents will be advised of this and the child's name will be added to the school's SEN register.

SEND Register

An overview of the SEND register See Appendix 3 is kept up to date by the SENCo and Inclusion Support Manager indicating the children's needs at in school SEN Support (K), outside agency support (K+) or EHCP (E), this is reviewed and updated on a termly basis. A copy of the SEND register is kept in the purple class SEND file.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong, significant or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a

group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer http://www.dudley.gov.uk/local_offer or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on: 01384 236677

Education, Health and Care Plans (EHCP)

a. Following Statutory Assessment, if the SEN panel agree to issue an EHCP, it will be provided by Dudley Metropolitan Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Arrangements for coordinating SEN provision

SEN records are maintained for individual pupils.

All staff can access:

- SEND Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the SEND Code of Practice (2015)
- Information on individual pupils' special educational needs, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

Gifted and Talented Children

The staff at Kates Hill are aware that the SEND of children at the upper end of the ability spectrum are just as important as those at the lower end. Providing programmes of work which "challenge" these children is demanding, Phase Leaders are responsible for monitoring the effectiveness of these programmes, and assisting the class teachers in developing their work with the able children in their classes. *See the Gifted and Talented Policy.*

Pastoral Arrangements

The school is developing a whole school approach to mental health and wellbeing for its pupils, parents and staff. The school is committed to raising awareness about the importance of good mental health and wellbeing and putting into practise every day strategies to identify and support issues related to wellbeing so that everyone feels valued and supported.

The teachers and support staff are the primary carers and they become aware of the Special Educational Needs of all the children in their classroom through their teaching and observation activities. When there are concerns they share them with the SENCo/Social Inclusion Manager /Nurture Manager who, together, ensure that the children receive the support and care they need. The pastoral system and Nurture Manager within the school is aim to provide strategies for the support of all children and especially those who may have any educational, emotional, or behavioural problems. *See the Learning Mentor policy.*

EAL pupils

Kates Hill with its high proportion of children from ethnic minority communities, is keenly aware of the difference between children with SEND and those who require extra support to help them overcome barriers to learning for example English as an Additional Language, and cultural obstacles. At Kates Hill we provide an EAL teaching provision with the support of the Multi-Cultural Support Service.

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 are taught. *[Code of Practice DfES 6.24 2015]*

Admission and Inclusion Arrangements

The school's admissions criteria does not discriminate against pupils with special educational needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies the Special Educational Needs and Disability Act 2001. The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs or EHCP must do so through the Dudley LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which may draw upon include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)
- Language and communication difficulties (Speech & Language Support Service)
- Behavioural, emotional and social difficulties (PRUs)
- Sensory impairments (PIMIS - Physical Impairment and Medical Inclusion Service)
- Autistic spectrum (AS) (Autism Outreach)
- Educational Psychology
- Counselling Service
- School Nurse
- Early Years Special Needs Service
- Visual Impairment Service
- Hearing Impairment Service
- Home and Hospital Tuition (Cherry Tree)
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy Service
- Occupational Therapy Service
- Social Care

Referrals to these services will be made by the SENCo/Social Inclusion Manager in discussion with class teachers and permission to refer will always be sought from parents/carers.

Transition

Inter-School/Nursery to School Transfers:

- Records are received from previous schools/year group and passed to the SENCo/Social Inclusion Manager and the class teacher
- When there are special concerns the SENCo/Social Inclusion Manager makes verbal contact with staff at the feeder schools to discuss the matter further

Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

- Records of children transferring from Kates Hill are collated and sent to the receiving school, SEND children are highlighted and the SENCo makes verbal contact when there are special concerns. Meetings between co-ordinators are also held when requested.

Transfer to Secondary School: The SENCo will meet where necessary with Secondary SENCos to discuss the Special Educational Needs of children moving to Year 7. All records are passed onto Secondary SENCos.

Supporting Children 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. A separate policy is available for this.

Some may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Monitoring and Evaluating SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This may be done through parent and pupil questionnaires, monitoring, discussions and progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice (2015).

SEND provision and interventions are recorded on a year group provision map (EDUKEY), which is updated by relevant staff when the intervention is changed. Intervention records are kept by the staff providing individual and group intervention programmes. Information

from all of these sources is combined each term to monitor the progress of pupils with SEND and plan the next steps for them.

Training and Resources

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 SEND. The Inclusion Team attend relevant SEND courses, including Dudley's SENCo network meetings, in order to keep up to date with Local and National updates in SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. DHT, Assistant Head's, SENCo, Social Inclusion Manager, ensures that training opportunities are matched to school development priorities. All teachers and support staff undertake induction when taking up a new post and this includes meeting with the SENCo/ Inclusion Support Manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Accessibility

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher (K Harvey) or Social Inclusion Manager (M Hollis) who will be able to advise on formal procedures for complaint.

Bullying

The school takes many steps to reduce the risk of bullying of vulnerable learners. We have a comprehensive Anti-Bullying Policy available to support pupils, staff and parents.

This SEND policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2015 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) .

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010; Advice for Schools (February 2013)
- Schools SEN information report regulations (2016)

This Policy will be reviewed annually

(Or in response to changes in legislation or LSCB operating procedures)