



Kippax Ash Tree Primary School Special Educational Needs and Disability Policy

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Adopted by Kippax Ash Tree Primary School Local Governing Board

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POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

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At The Brigshaw Learning Partnership we value all of our pupils and ensure that they are seen as individuals with differing interests, knowledge, skills and needs. We have an inclusive ethos and strive to increase the learning and participation of all pupils, ensuring access to an appropriate curriculum. SEND is seen as a whole school issue, hence the responsibility of everyone. Every teacher is a teacher of every young person including those with SEND or any other additional need. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

Definition of special educational needs

A child of compulsory school age or a young person has a **learning difficulty or disability** if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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.

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.

Aims and Objectives

The aims and objectives of our SEND policy relate directly to those of the school. We endeavour to be a fully inclusive school, raise the aspirations and expectations for all pupils including those with SEND. We focus on the personal and educational outcomes and recognise that children learn and progress at varied rates. We ensure that:

- This policy works within the guidance provided in the SEND Code of Practice, 2014.
- All pupils are entitled to access a broad, balanced and relevant curriculum whatever their individual needs may be.
- All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.
- The needs of SEND pupils are met by providing continual and appropriate forms of extra support or additional provision by the effective use of all available resources to remove their barriers to learning, calling for the support of specialist external expertise where needed.
- All governors, staff, pupils and parents are aware of procedures and provision available in school.
- Parents are involved as Partners.
- All staff have appropriate training to teach pupils with SEND and have a range of strategies and resources to meet the need of pupils.
- All pupils with SEND are fully included in the educational and the wider life of the school.

Identifying Special Educational Needs and Disabilities

As a school we identify the needs of pupils by considering the holistic needs of the child, not just the special educational needs. The SEND Code of Practice (DfE 2014) describes four broad categories of need. These are:

- Communication and Interaction – this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning – this includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Mental and Emotional Health – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Nasen Guidelines 2014: Many factors impact on a Child's progress and attainment, but do not necessarily mean they have SEND i.e.:

- *Behavioural difficulties, Persistent disruptive or withdrawn behaviours*
- *Slow progress and low attainment*
- *EAL, though, identifying and assessing SEN in this area requires particular care.*
- *Looked after Children*
- *Pupil Premium Grant*

A Graduated Approach to SEND

We ensure all pupils have High Quality First Teaching. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from additional members of staff.

The Leadership team regularly review the quality of teaching for all pupils, including those with SEND.

1. **Assess**

In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. At this stage, the pupil will be placed on the SEND register as a means of recording and monitoring the provision put in place for them.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them (with parental agreement).

2. **Plan**

All pupils identified as requiring additional SEND provision will be placed on the SEND register to highlight their needs to staff and parents will be formally notified. The SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All outcomes will reflect the high expectations for all pupils including those with SEND. An individual programme of provision will be drawn up and will be shared with parents at parent consultation evenings or at reviews with the SENCO. This will also be recorded on the school's provision map and shared with all staff working with the pupil. The pupil's progress will be closely monitored throughout and parents will be informed and consulted.

3. **Do**

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will continue to support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This may involve referring to other professionals if additional assessment and advice is needed.

Where a pupil has an Education and Health Care plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Roles and Responsibilities

The Primary School Leadership Team (including the SENCO) and the Local Governing Body are responsible for the monitoring and reviewing of provision for SEND in school.

. The keys responsibilities of the SENCo are:

- To oversee the day-to-day operation of the school's SEND policy.
- To monitor, evaluate and review provision for SEND.
- To assist with, and advise on, the teaching and assessment of children with SEND.
- To enable early identification of children with SEND, through meeting with class teachers, monitoring data and observing and assessing children in the classroom.
- To provide a link between school and outside agencies, make contact with these agencies and attend meetings when necessary.
- To ensure that the school's SEND register and provision map are updated regularly.
- To ensure individual programmes of provision are written and reviewed regularly.
- To meet with parents and pupils to discuss concerns and support needs and progress.
- To liaise regularly with the SEND Governor and provide an annual report to governors.
- To organise annual and termly review meetings.
- To lead staff development for teachers and support staff to enable them to develop skills for teaching and identifying children with SEND.

The key responsibilities for the Headteacher are:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The key responsibilities for the SEND Governor are:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The key responsibilities of Class Teachers are:

- To ensure all children in class have access to a broad, balanced and rich curriculum.
- To provide learning experiences which are appropriate to the needs of each individual child.

- To liaise with the Leadership team about children's progress, and raise concerns with the SENCO if a child needs additional support.
- To provide regular updates for parents and contribute to the review process.
- To write individual programmes of support for pupils identified as having a special educational need and/or disability and be involved in the review of these documents each term.
- To ensure LSAs are supporting pupils in their class, as directed.

The key responsibilities of Learning Support assistants are:

- To carry out activities and learning programmes, as directed and planned by the class teacher.
- To raise concerns about a child's progress or needs with the class teacher and the SENCo.
- To keep a record of any additional support work, stating frequency and with whom any interventions have been carried out.
- Discuss the progress and success of interventions regularly with the class teacher.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND; those with an Education Health Care (EHCP) Plan and those without. All SEND paperwork should be passed to the SENCO as soon as possible. If a child is making a transition from another school or from nursery to reception class, a meeting will be set up, where possible between the feeder school and the receiving school to aid a smooth transition.

Allocation of Resources for Pupils with SEND

Resources for SEND are allocated from the school's annual budget. All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

If it is deemed necessary, the school may apply for Funding For Inclusion (FFI) for individual children. Leeds City Council have issued guidance on such applications and the SENCO will follow the set criteria for applications. The funding, if allocated, will be used to ensure the individual child has access to the curriculum and that appropriate provision is put in place.

Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable, then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the procedures outlined in this policy.

Working in Partnership with Parents

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice. More information can be found in the Leeds Local Offer or Leeds SEND Information Advice Support Service (sendiass@leeds.gov.uk). A referral to this service can be made by the SENCO or parent/carer.

Parent/Carers can also access the Leeds SEND Local Offer website, the website was developed in 2014 as part of the authorities legal obligations to provide information to families with children with special educational needs and disabilities. This information can be accessed via <http://leedslocaloffer.org.uk#!/directory>

Complaints

Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENCo. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher. The BLP Complaint Policy is published on the BLP and school website.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.