

Special Educational Needs & Disabilities Policy

Kingsway Primary School and The K.E.Y Nursery



At Kingsway Primary School, we recognise that all children may have Special Educational Needs at some time in their school life. This policy reflects the legal requirements of the 1996 Education Act and 'The Code of Practice on the Identification and Assessment of Special Educational Needs.'

Kingsway School believes in a Personalised Learning Approach to education and as such, all pupils are set individual targets which are monitored and reviewed regularly. Pupils with SEND needs will also be set individual targets.

The School has created a school offer in line with the Local Authority's (LA) Local Offer. This is available to all from via the schools website.

To ensure access to all prospective parents, the school prospectus contains a statement referring to our SEND Policy, naming our SENDCO and Special Needs Governor and outlining our admissions arrangements and complaints' procedure.

The Governors of our school are committed to the notion of Special Educational Needs across the curriculum.

To this end they have appointed a **Governor Responsible for SEND** who meets regularly with the Special Educational Needs Co-ordinator (SENDCO) and the Headteacher to keep the governors informed about the implementation and effectiveness of the SEND Policy.

Definitions

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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph 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).

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'.

'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.

Aims

Kingsway Primary school abides by Section 19 of the Children and Families Act 2014 whereby we will have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Through this process we aim to secure:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

Identification of Special Educational Needs

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.

The Code of Practice and school recognises four areas of difficulty. These are:

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 ASD, 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 show 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, attention deficit hyperactive disorder 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. 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.

ADMISSION ARRANGEMENTS AND DISABILITIES

Our school welcomes all children. Details of the criteria for admissions can be found in the Admission's Policy Document. The school adheres to the Disability Discrimination Act and does not refuse admission on the grounds of disability.

IDENTIFICATION, ASSESSMENT AND PROVISION

Identification of SEND is a part of the schools overall approach to monitoring the progress and development of all pupils. The pupils' levels are assessed upon entry to the school and progress is monitored every six weeks. Where pupils are not making progress in line with their personal start point, discussion regarding additional provision will begin and evidence gathering will begin. If the pupil continues to make inadequate progress despite high quality targeted teaching, the SENDCo, teacher and parents will make agreements about the support that is required. Should further assessments and advice be required the school will draw upon more specialised expertise of external agencies and professionals. It is at this point that the pupil will be placed on the SEND register.

ROLES AND RESPONSIBILITIES

See Appendix 1 – Directory of Names - for the names of the members of staff and the SEND Governor.

The Headteacher has overall responsibility for policy and practice in respect of children with SEND.

The Special Needs and Disabilities Co-ordinator has additional time away from teaching to implement and monitor the school's SEND policy. The SENDCO's responsibility for co-ordinating SEND provision is:

- ensuring all practitioners in the school understand their responsibilities to pupils with SEND and the school's approach to identifying and meeting SEND;
 - with the support of the headteacher and governing body, take responsibility for the day-to-day operation of provision made by the school and to secure high quality teaching, effective use of resources and improved standards of achievement for all pupils
 - to support the headteacher in ensuring that all staff recognise the importance of planning their lessons in ways which will encourage the participation and learning of all pupils
 - coordinating provision for children with SEND;
 - working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
 - to ensure, through active collaboration with subject leaders, that the learning of all pupils is given equal priority and that resources are used efficiently in support of this purpose
 - to support, guide and motivate all staff, particularly in disseminating good practice in relation to pupils with SEND
 - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
 - to identify and assess the children's needs including those with behavioural problems and advise a on graduated approach to providing SEND Support;
 - to maintain a Special Needs' Register
 - to monitor the implementation of programmes of work designed for SEND pupils and supporting staff in developing Individual targets
 - to provide support for Teaching Assistants (TAs) in their delivery of parts of the targets

- to ensure there is good liaison with parents throughout and understand that their insights inform action taken by the school.
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- to co-ordinate the involvement of professionals from beyond the school and be a key point of contact with external agencies, especially the LA and LA support services;
- to keep staff informed about new information gained from other agencies
- to facilitate regular reviews of children's individual targets and monitor their effectiveness
- to organise and attend annual reviews/EHC plan reviews
- to initiate the annual review of the Special Needs' Policy
- to monitor SEND record-keeping and keep under review
- to identify issues for INSET and resourcing.

The Class Teachers are primarily responsible for the children in their classes, for addressing inclusion and for:-

- providing differentiation needed for children across the ability range. This will include reinforcement for some children and extension activities for the more able.
- the progress and development of the pupils in their class
- briefing Teaching Assistants and obtaining feedback from them to help with the monitoring and assessment of children with SEND
- ensuring that the Headteacher and the SENDCO are aware of any children with SEND in their class
- involving parents and ensuring a regular dialogue is maintained.

Outside Agencies assist the school when necessary and can be called on for support and advice.

Contact and involvement with outside agencies is made through the SENDCO.

Governors have a legal responsibility for ensuring the educational provision for children with SEND and are kept informed by the Special Needs Governor. They need to:

- have regard to the Code of Practice;
- support and monitor the SEND policy and review it as appropriate;
- monitor SEND expenditure;
- report to parents in the governing body's annual report (including all aspects specifically referred to in the SEND Code of Practice);
- ensure that a summary of the SEND policy and provision is included in the school website;
- identify any gaps in provision and consider how these can best be met.

Early Years

The SEND Code of Practice for 2014 highlights that early identification and intervention is key to supporting the needs of pupils with SEND (section 6.2). The Government's Early Learning Goals set the expectations of pupils in each of the areas of learning by the end of the foundation stage. They represent the expected outcomes of a planned approach to early education that integrates play and learning. Children will progress at different rates during the foundation stage. By the end of the stage, some will have achieved beyond the expectations set out in the Early Learning Goals, whilst others may still be working towards the goals. Children making slower progress may include those who are learning English as an additional language or who have particular learning difficulties. It should not be assumed that children who are making slower progress must, therefore, have special educational needs. But such children will need carefully differentiated learning opportunities to help them progress and regular and frequent careful monitoring of their progress.

THE KEY NURSERY

At Kingsway Early Years Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Primary Phase

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. The starting point for the identification of the special educational needs of individual pupils in all areas of the curriculum is the ongoing assessment and record-

keeping of the class teacher. Progress is monitored through this process and areas of underachievement or concern are identified. When a teacher has a concern about a child, it is discussed with the SENDCO. If applicable the SENDCO will put the child on the SEND register and parents will be informed. Pupils identified with requiring additional monitoring with regard to SEND will initially have a 'One Page Profile' which will outline needs. If it is felt that careful targeting is required, the 'My Plan' process will commence and could develop further into 'My Plan +'. Having completed these phases, if the pupil continues to make inadequate progress towards their targets, the move towards an Education, health and care plan (EHC plan) will begin. Pupils can be removed from this sequence at any time provided targets have been met. Assessment forms and all other letters, forms and records about SEND are kept in confidential files by the SENDCO. Pupils' target information are working documents and are kept in the teacher's working file.

Co-ordinating Provision

The class teacher is the first person to initiate steps to provide support for a particular child after using normal classroom practice (to support the child). This will include using a variety of teaching approaches. If the concern continues the teacher consults other teachers, the Headteacher and the SENDCO. The SENDCO will, where appropriate, assess and make suggestions, in discussion with the class teacher, as to possible teaching methods, programmes and materials that will help the child.

The Headteacher and Inclusion Manager meets and liaises with the SENDCO to co-ordinate teaching assistant provision, where required, to support children with SEND. These meetings are an opportunity to prioritise support from external agencies. Special Educational Needs of the children are met primarily within the ordinary classroom context and children with SEND are as fully integrated into school life as possible. It is sometimes necessary for children to work in small groups. Small group work or individual tutoring may occur within the classroom or in another suitable area. The SENDCO and SEND Governor meet termly to review the SEND Register and the provision for children on the register. Most children are reviewed termly when the SENDCO meets with the class teacher. The Class Teacher or SENDCO meet with parents, as required, and parents receive a copy of the review statements.

RESOURCES

Staff Resources

As well as the SENDCO (who has the appropriate release time) the school employs teaching assistants to provide support in the classroom. It is the SENDCO duty to ensure that any teaching assistant time allocated specifically to individual children is used to support the delivery of their targets. It is the class teacher's duty to fully utilise teaching assistant time. When the budget is being prepared, the need for adequate SEND provision will be noted.

Material resources

We will make material resources available as necessary, within budgetary constraints and as agreed with the school governors. The school will allocate funds towards building up resources for SEND e.g. reading materials, maths resources for teachers, IT, games and other items.

STAFF DEVELOPMENT

Through the school development plan and professional development meetings, the school decides on priorities for SEND INSET for the staff. The SENDCO is responsible for teaching assistant 'in-house' training. Teaching Assistants have termly meetings with the SENDCO, which is an opportunity to raise any issues relating to SEND implementation or professional development.

SENDCO/Teacher meetings are considered to be a part of professional development and so is the reading of relevant documents and literature.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Support Services

The school uses expertise provided by other professionals. These include the School Health Service, the Educational Psychologist Service, Educational Social Worker (ESW) and Advisory Teachers for SEND (SENDSS). Other agencies are available.

Parental Involvement

It is the school's policy to work closely with parents. Class teachers have regular communication with all parents. Parents are always consulted before outside agencies are involved and included where possible in instigating strategies.

If parents have a concern about any aspect of provision they should initially approach the class teacher and then the headteacher. If the difficulties cannot be resolved and if parents wish to take matters further, they should refer to the complaints procedure outlined in the school prospectus.

Within School and Cross-Phase Liaison

The Headteacher, Inclusion Manager and the SENDCO share responsibility for ensuring that all staff are aware of children with special needs. Where a whole school strategy is in place for a child, all school adults are made aware of their role.

As children move from class to class, it is the class teacher's responsibility to inform the next teacher of any children with special educational or medical needs and to ensure that all related documentation is up to date. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving.

At transfer to secondary school, consultation between staff takes place in the Summer Term preceding transfer. In addition to the usual transfer arrangements, secondary staff and the Year 6 teachers meet to discuss a child's special education needs, so that provision can be arranged and work programmes continued with the minimum of delay. All relevant records will transfer with the child. Other agencies that are involved as necessary in transfer discussions are ATS, Health and Social Services, School Nurse, Child Protection and the ESW service. We try to ensure that children with Education, Health and Care Plan have interim review held early in the Spring term of Year 5 so that the Secondary school preference may be specified.

CRITERIA FOR SUCCESS

The success of our policy is judged by:

Pupils on the SEND register who:

- make progress towards targets set in their 'My Plans';
- show improvement in their literacy, numeracy and information technology skills;
- are helped to access the wider curriculum;
- are motivated to learn and develop self-esteem and confidence in their ability as learners;

Teachers who:

- are familiar with and implement the school's SEND policy and approaches to meeting the needs of pupils with SEND;
- identify pupils who may require special provision e.g. those with EBD, and help to prepare individual education plans as
- appropriate;
- plan effectively with the pupils personal targets in mind;
- communicate effectively with the parents, the SENDCO and all other staff with responsibilities for SEND, including those from external agencies;
- have high expectations of pupils' progress, set realistic but challenging targets which they monitor and review, and provide appropriate support;

Teaching assistants who whether employed by the school or LEA:

- understand their role in the school in relation to pupils with SEND;
- work collaboratively with the SENDCO, teaching staff and staff from external agencies;
- through opportunities to develop their skills, become increasingly knowledgeable in ways of supporting pupils and help them to maximise their levels of achievement and independence;

Parents who:

- understand the targets set for their children and their contribution to helping their children achieve them;
- feel fully involved as partners in the education process;
- engage in their child's educational welfare;

Head teachers and other senior managers who:

- recognise that the curriculum must be relevant to all pupils by taking SEND into account in the formulation and implementation of policies throughout the school;
- understand how best to support those with responsibility for SEND co-ordination;

Governors who:

- understand their role in relation to pupils with SEND (and their parents) through the discharge of their statutory responsibilities; develop mechanisms for liaison with the headteacher and the SENDCO to ensure that they receive regular updates on the implementation of the school's SEND policy and the outcomes from the regular reviews, monitoring and evaluation of the provision made for pupils with SEND;

LAs and other responsible bodies who

- receive timely information about the progress made by pupils with SEND, including those with statements;
- ensure that time spent in the school by external staff is effectively used in support of pupils with SEND.

This Policy should be read in conjunction with other school policies – especially

- Behaviour & Anti-Bullying
- Safeguarding (inc Child Protection , Safer Recruitment and Intimate Care)
- Safe Touch & Positive Handling
- Health & Safety
- Teaching and Learning
- Complaints
- Acceptable Users Policy (AUP)
- Attendance

E.Price

Special Educational Needs Co-ordinator

Policy written & adopted by the Governing Body: September 2008

Joint Policy with the Key Nursery written: November 2016

To be reviewed annually.

APPENDIX 1 – DIRECTORY OF NAMES KINGSWAY PRIMARY SCHOOL

Headteacher: Mrs P Needham

Deputy Head and Inclusion Manager: Mrs J. Woolhead

Special Educational Needs Co-ordinator: Miss E.Price

Chair of Governors: Mrs T Longden-Thurgood

Governor responsible for SEND: Mrs L. Williams

APPENDIX 2 – DIRECTORY OF NAMES THE KEY NURSERY

Nursery Manager: Miss N Maskill

Deputy Manager: Mrs C Lewis

SENDCo: Miss J Lamb