

# **KING EDWARD PRIMARY**

## *SEN Policy*

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### Legislative Framework

King Edward Primary School's SEND policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- SEND Code of Practice 2014
- Working Together to Safeguard Children 2013
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Educations and Skills Act 2006
- Education Act 2002
- Children Act 1989
- Education Act 1996

### Introduction

High quality teaching is that which is differentiated to meet the needs of all children. Some children will need something additional to and different from what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how King Edward Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

The staff and governors of King Edward Primary School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students.

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with. All teachers are teachers of SEND students.

**Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved - LA, school, parents/carers, students, children's services and all other agencies.**

As an integral part of SEND provision we will ensure that:

- SEND pupils will have their needs fully met.

- We have a whole school approach e.g. through record keeping, liaison and support and sharing ideas, and recognising that class teachers, with guidance, have responsibility for the initial informal assessments and establishing individual education programmes.
- Our school will support parents/carers through the process of transition.
- Teachers are aware of the vital importance of early identification and of providing for SEND students whom they teach.
- The SENCO maintains a confidential register of all pupils with special educational needs. All staff also produce a Provision Overview, relevant provision maps, which lists all the children in class and what provision they are accessing, above and beyond the universal offer.
- Where required, pupils on the SEND register have SEN Support Plans developed or are included on Provision Maps (individual or groups).
- Alternative complimentary forms of assessment are available to report on progress of pupils with SEND.
- Resources to support pupils with SEND are available.
- Class teachers retain responsibility for pupils with SEND, assist in compiling the Provision Maps and hold overall responsibility for SEN Support Plans for pupils within their class.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.
- SEND pupils are integrated into the life of the classroom. In addition they have access to individual / small group work.
- There is a smooth transition at each transition stage for the student.

### *Definition of SEND*

Children have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans.

King Edward Primary School regards pupils as having a SEND if:

- a) They have a significantly greater difficulty in learning than the majority of children of the same age;
- b) They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children/young people of the same age in schools within the area served by the LA
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

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.

King Edward Primary School will have regard to the SEND Code of Practice when carrying out its duties towards all SEND students and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

### *Guiding Principles:*

At King Edward Primary School, we believe that all children are special and that meeting every pupil's needs is a shared responsibility. We endeavour to ensure that all teachers in our school are able to identify and provide for those pupils who have special educational needs and work in partnership with parents in order to support those needs.

We will -

- Identify children with special needs as soon as possible.
- Plan for and teach these children appropriately in order to ensure maximum progress.
- Inform parents as soon as concern is raised and keep them informed of their child's progress.
- Assess and monitor all children's progress regularly.
- Support and train staff.
- Include children with SEND in the full life of the school.
- Provide equal opportunities for all children.
- Give all children access to a broad and balanced curriculum.

### *Identification, Assessment and Provision*

#### **Graduated response**

King Edward Primary School adopts a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are a means of helping King Edward Primary School and parents match special educational provision to individual pupil needs.

#### **Early Concerns**

The progress made by all Children is rigorously and regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

#### **Single Category of SEND**

Under the new SEND Code of Practice 2014 there is no longer School Action or School Action Plus – the new approach to identifying SEND will be through a single early years setting based category and a school based category of SEND, identified from the following SEND categories:

##### **Communication and interaction include:**

- Speech, language and communication needs (SLCN)
- Autistic Spectrum Disorders
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##### **Cognition and learning needs include:**

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

##### **Social, emotional and mental health needs include:**

- Social, emotional and mental health difficulties (SEMH) including behavioural needs

##### **Sensory and/or physical needs include:**

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD).

A child is identified as needing provision additional to or different from that provided as part of normal class activities when despite receiving differentiated learning opportunities s/he:

- Makes little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

When this is the case a teacher will arrange a meeting with the SENCO to discuss the child. The SENCO will further assess the young person and support for the individual will be discussed and action taken. A Support Plan and Provision Map will be written. There will be termly reviews of the Support Plan.

Interventions may include:

- ❖ First Class@ Maths 1 and 2;
- ❖ King Edward Maths Programmes
- ❖ Basic Skills Maths
- ❖ Maths APP 3-5 and 4-6
- ❖ RM Easimaths
- ❖ 1:1 Maths Tuition
- ❖ Number Star Maths
- ❖ FFT Wave 3 Literacy Intervention
- ❖ KERA (King Edward Reading Acceleration)
- ❖ Phonics Interventions
- ❖ Spelling Interventions including King Edward Spelling Accelerator
- ❖ Toe by Toe
- ❖ Word Wasp
- ❖ 1:1 Reading and Writing Tuition
- ❖ Reciprocal Reading
- ❖ Rapid Write
- ❖ Nurture Group
- ❖ Speech and Language Programme

- ❖ ASD Programme such as Lego Therapy
- ❖ OT/Physiotherapy programme
- ❖ Pastoral care with designated trained LSA
- ❖ Statement of SEND - an Education, Health Care Plan (EHCP)
- ❖ Provision maps

### **Statutory End of Key Stage Assessments**

When planning the administration of such assessments, Class Teachers will need to consider whether the child;

- Is able to access their Year Group test independently
- Is able to access their Year Group test with a Teaching Assistant to support them as appropriate
- May need to be provided with an amanuensis
- May need to be given a test intended for a lower Year Group
- May need more time to complete the test

As the result of a SEN Support Plan review meeting the decision may be taken by the SENCO, in consultation with the parents/carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide support for particular activities.

The Triggers for outside agency support could be that despite receiving support within school the child:

- ❖ Continues to make little or no progress in specific areas over a long period;
- ❖ Continues working at National Curriculum levels substantially below that expected of young people

### **Statutory Assessment of SEND**

In a very few cases, if a young person continues to demonstrate significant cause for concern despite interventions at School under the Single Category, a request may be made to the LA for Statutory Assessment –an Education, Health Care Plan (EHCP).

This will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to Doncaster Council SEND team, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The schools current provision (Areas of Need form – Appendix 1)
- Provision maps
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history, where relevant
- Attendance information

- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement of other professionals' e.g. social services, EWO or G.P.

### Assessment, Plan, Do, Review

SEND support in school is based on four types of action – ASSESS, PLAN, DO & REVIEW

#### **Identification & Assessment**

SEND children may be identified through the teachers' observations and assessment, SEND areas of need, standardised assessments (Baseline, SATs, etc), on-going assessment data, progress checklists, target setting, parental/carers concerns or the students own observations or by external agencies.

#### **Plan**

Where it is decided to provide a pupil with SEND Support, the parents must be notified. The teacher and the SENCO/Inclusion Manager should agree in consultation with the parent and the pupil the 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.

#### **Do**

The class teacher should remain responsible for working with the child 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, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### SEN Support Plans

SEN Support Plans will state short realistic and measurable targets related to the area(s) of concern, support staff, parents and student and the date the provision starts. The IEP should include information about:

- the short-term targets set for or by the pupil
- a start date and finish date of the intervention
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded by the class teacher alongside the LSA).

**These targets will be:**

**S**pecific

**M**easurable

**A**chievable

**R**elevant

**T**ime constrained

Not all provision needs to be a recognised, prescriptive intervention programme - though frequency and regularity of provision has been proven to be a strong indicator of success.

**However, Intervention is not just about additional out-of-class provision. It also includes reviewing what happens in class to make sure it is appropriately tailored to the needs of the children.**

## **Review Process**

SEN Support Plans are to be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable). Children with an Educational Health Care Plans have set short term targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the statement of SEND. These targets will be set out in the SEN Support Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All Educational Health Care Plans will be reviewed at least annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement.

Children participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCO, class teachers and TAs/LSAs will then discuss the outcome of the in-school review and inform the LA representatives. At the Annual Review at the end of KS2 the aim should be to give clear recommendations as to the type of provision required at secondary school.

## **Student Voice**

Pupils are invited to submit their views in writing as part of their annual review as well as to attend the review itself. We ask all pupils to contribute to the setting of their own targets and strategies.

## **The Role of the Governing Body**

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND is the responsibility of the Head Teacher and SENCO in conjunction with the support of colleagues in the Inclusion Team. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

## **SEND Information Report**

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEND and assessing their needs;

- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEND;
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEND;
- Enabling children and young people with SEND to have access to facilities and extra-curricular activity available to all children in the setting;
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.
- Named contacts for parental concerns.

### *Allocation of Resources*

- Resources are allocated to support children with identified needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) or Learning Support Assistant (LSA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased.

### *The Role of the SENCO*

In collaboration with the Headteacher, the SENCO and governing body, determine the strategic development of the SEND policy and provision at King Edward Primary School with the ultimate aim of raising the achievement of pupils with SEND need.

They are responsible for:

- The day to day operation of the school's SEND policy.
- Organising and maintaining the records of all SEND students.
- Liaising with and advising fellow teachers/teaching assistants.
- Liaising with Raising Achievement Manager, Subject Leaders and the Head Teacher.
- Coordinating provision for children with SEND.
- Liaising with external agencies.
- Contributing to in-service training of staff.
- Managing the EHCP procedure and provision for EHCP children.
- Contributing to performance management of teaching assistants and Learning Support Assistants.
- Leading the planning meeting with the Educational Psychologist.



### *Evaluating the Success of the SEND Policy*

The following procedures provide evaluative points for assessing the effectiveness of King Edward Primary School's SEND policy:

Governing Body to review the policy  
Inclusion Team meetings and minutes  
Pupil assessments for review meetings  
Pupil Progress Meetings  
Pupil and parent views relating to the statutory review of EHCPs  
Evaluation of SEN Support Plans and the setting of new targets  
Comparison with National Data in the Raise Online Report

### *Arrangements for considering complaints about SEND provision*

If a parent/ carer has a complaint about SEND provision it should first be raised with the school. If the issue cannot be resolved, then the complaint must be referred to the LEA and Regional Mediation Board.

SENCO: Mrs A. Cassidy

SEND Governor: Mrs M. Hall

Teacher with Responsibility for Behaviour, Safety and Personal Development : Mrs K Smith

Head Teacher : Mr A. J. Buxton

Chair of Governors : Mr B. Jones

Date of next Review: September 2018