

SEND Policy



Learning together, respecting each other.

Our school promotes four key values of Equality, Respect, Self-Worth and Co-operation.

These are shown in our **Code of Conduct**:

We always try to give everyone a fair chance

We always try to treat each other with respect

We always try to be the best we can

We always try to work together, helping each other

All of our policies reflect the ethos and vision of the Kingsley School community. We believe learning should be stimulating and enjoyable and that all children should be encouraged to be actively involved in their learning. This policy has been drawn up with full consultation of staff and governors. All our policies promote the five outcomes of Every Child Matters: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic wellbeing.

COMPLIANCE

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy

Name and contact details for the SENCO/ Inclusion Manager.

The SENCO at Kingsley Community School is Mr. L Harrison. Mr. Harrison has a BA (Hons) in Primary Education and holds the National Award for Special Educational Needs Coordinators. Mr. Harrison is a member of the School's Senior Management Team. He can be contacted directly at the school on 0151 707 6727 or via email at l.harrison@kingsley.liverpool.sch.uk.

Governors' Statement

This policy has been written in collaboration with other staff and with reference to relevant legislation. Our Governing body in co-operation with the Head teacher determines our school's general policy and approach to the provision for children with SEND; establishes the appropriate staff and funding arrangements and maintains a monitoring overview of our school's work. They are responsible for reviewing the SEND policy, reporting to parents annually and should adhere to the Code of Practice when carrying out these responsibilities.

The governing body has appointed Mrs Darkes-Sutcliffe as the governor who takes a particular interest in and monitors our school work on behalf of pupils with SEND and meets regularly with the SENCO.

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014). Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have

full access to the National Curriculum and are integrated into all aspects of the school. The SEN Code of Practice 2014 makes it clear that every teacher is a teacher of every child or young person including those with special educational needs or disabilities.

Admission arrangements

The Governing body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice and SEND 2014 " Where a child or young person has SEN but does not have an EHC plan they **must** be educated in a mainstream setting except in specific circumstances (see below).

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan 1.28 The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Further education (FE) colleges manage their own admissions policies and are also prohibited from discriminating against disabled young people in respect of admissions. Students will need to meet the entry requirements for courses as set out by the college, but should

Admission arrangements are detailed in the current admission policy.

Aims of Kingsley Community Primary School in relation to SEN provision:

- To create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or

specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.

- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;
- To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To ensure that all pupils have access to a broad and balanced curriculum, thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Objectives of Kingsley Community Primary School in relation to SEN provision:

- To ensure the principles of the SEND Policy are reflected in other school policies and each Curriculum policy.
- To ensure all school staff strive to meet the needs of pupils with SEND and value the importance of having a positive and constructive attitude and awareness of children with SEND.
- Through early identification and assessment make provision for children who are underachieving compared to the majority of their peers within their age group in the normal classroom situation.
- To make provision through a differentiated teaching approach, to a broad, balanced curriculum including National Curriculum subjects to enable all children to make the greatest possible progress.
- To recognise that difficulties may be caused by communication, emotional, physical or social factors that may be long or short term.
- To make effective use of the support services and agencies available to the school.

- To promote equal opportunities for all children whatever gender, background, race or ability.
- To recognise the importance of setting annual SEND targets in the School Planning.
- Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.
- To work within the guidance provided in the SEND Code of Practice 2014.

How Pupils with SEN are identified within Kingsley Community School

The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

We recognise the definition of SEN as stated in the Code of Practice 2014: "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age". (p83)

The school reflects what the Code of Practice states (p88 section 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'. We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The four broad areas identified within the SEN Code of Practice 2014 (p86) are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-

harming, substance misuse, eating disorders or physical symptoms not medically explained.

- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.

Although the SENCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff has a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

We are committed to the early identification and intervention of pupils who may have SEND. Pupils can be identified by the SENCO/ class teacher/support staff/outside agencies, or parents. Identification can be based on teachers' knowledge, parental knowledge or identification from the regular assessments which take place in school. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Once identified, the child's needs are then assessed. Assessment is the process by which pupils with SEND can be identified.

Once a child has been identified as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the GRADUATED APPROACH (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. A detailed register of pupils with SEND is kept which facilitates the monitoring and effectiveness of provision and tracking of individual pupils. Children are placed on the SEND register according to their needs.

These needs may vary from child to child and also at different times over a child's school career. Accurate recording is essential to track progress and early identification

is paramount. Once a child is identified all parties are consulted and if necessary an IEP/IBP/Play plan is set up and monitored. Standardised Tests/SATS data/Optional SATs data/on going teacher assessments will be used to inform class teachers, to provide information for the annual LA Audit and to provide a diagnostic tool. Communication pre and post school is essential.

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, RAISE online data and FFT.

At Kingsley Community School we also use a number of indicators to identify pupils' special educational needs. These include:

- Close analysis of data including: EYFSP, termly and yearly assessments, pupil progress meeting, reading ages and annual pupil assessments.
- Standardised screening or assessment tools.
- Pivats.
- Boxall Profile.
- ICT software, e.g. Lucid Cops and GL assessments
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with secondary schools or specialist provision on transfers.
- Information from previous schools. Information from other services.
- Very close liaison at the outset with EYFS staff and the SENCO and parents.

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL
- Being in receipt of Pupil Premium Grant

Kingsley Community Primary School SEN Provision in class

Differentiated quality first teaching is a priority for all pupils in the school including those with SEN. Teachers are responsible and accountable for the progress and development of pupils in their class including pupils where access support from teaching assistants or specialist staff.

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.

The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

How Kingsley Community Primary school adapts the curriculum and the learning environment for pupils with special educational needs

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.

The school is proactive in removing barriers to learning. The School has the Advanced Inclusion Charter Mark (2009); Dyslexia Friendly Practices such as multisensory strategies, mind maps, coloured overlays and pastel shaded paper.

Specialist teachers from other schools collaborate with our staff and regular SEND training is available for all staff.

The school increases and promotes access for disabled pupils to the school curriculum for example specialist furniture are purchased; toilets are disable-friendly; hearing loops are provided. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

The school improves access to the physical environment of the school via ramps, handrails, textured paving flags and visual markers. This covers improvements to the physical environment of the school and physical aids to access education.

The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand outs, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

How your school assesses and reviews the progress of pupils with special educational needs (referring to the graduated approach as outlined in the Code of Practice).

ASSESS: - In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil,

their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are ongoing and formally reviewed every term. In line with our school policy statement on Assessment, the following arrangements for pupils with SEND are:

Nursery	Baseline Assessment and Foundation Stage Profile
Reception	Bury Infant Test and Foundation Stage Profile
Year 1	Middle Infant Screening Test, phonics screening, New Group Reading Test (provides a reading age), PIVATs and Foundation Stage Profile
Year 2	New Group Reading Test (provides a reading age), Diagnostic spelling test (provides a spelling age) and Non Verbal Reasoning Test (provides a standardised score), Key Stage SATs, PIVATs and Foundation Stage Profile
Year 3	New Group Reading Test (provides a reading age), Diagnostic spelling test (provides a spelling age), Non Verbal Reasoning Test (provides a standardised score), PIVATs and Foundation Stage Profile Year 4
Year 4	New Group Reading Test (provides a reading age), Diagnostic spelling test (provides a spelling age), Non Verbal Reasoning Test (provides a standardised score) and PIVATs
Year 5	New Group Reading Test (provides a reading age), Diagnostic spelling test (provides a spelling age), Non Verbal Reasoning Test (provides a standardised score) and PIVATs
Year 6	New Group Reading Test (provides a reading age), Diagnostic spelling test (provides a spelling age), Non Verbal Reasoning Test (provides a standardised score), Key Stage SATs, Reading and Spelling Ages and PIVATs

Key Assessments in all NC subjects have been identified for each year group within Schemes of Work. Class teachers monitor progress in all areas and use the outcomes to inform identification/future planning and targets on IEPs/IBPs/One page profiles/GEPs/Play plans.

Targets on IEPs/IBP's/Play plans are monitored on a regular basis and the outcomes of these assessments are used at reviews and to set follow up targets.

Class teachers monitor and assess pieces of work through careful analysis and marking. Subject co-ordinators monitor and collect examples of work from each year group. Pupils play a full part in contributing to the information collected and parents are involved from the outset and are kept informed.

Class teachers make relevant assessments regarding the aspect of a child's development that is giving cause for concern. The way ahead planned, including consultation with the SENCO/outside agencies for further assessment if necessary and health checks if appropriate. A review date must be set.

Assessment procedures for the annual LA Audit will be followed according to policy. The LA seeks a range of advice before making a formal statement. The needs of the child are considered paramount to this.

PLAN: - We recognise that we must formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO: - The School's SENCO supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process. Children have the right to receive and make known information, to express and opinion and to have that opinion taken into account in matters affecting them. The views of children in our school are given due weight according to their age, maturity and capability. Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs/IBPs, discussing their choices, assessment of needs and in the review procedures. In our school, we encourage pupils to participate in their learning by:

- Being part of the process from an early stage.

- Being involved in target setting and identifying learning and teaching strategies that work for them.
- Being involved in discussions about the quality/content of their work.
- Being involved in setting up a home programme and making a commitment to it.
- Being encouraged to identify their strengths and weaknesses.
- Identifying a pupil target on the IEP/IBP.

How Kingsley Community Primary School manages the needs of pupils who qualify for SEN support

In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published can be seen on the School's website and the Liverpool Family Services directory. Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk). Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Our school has arrangements for securing access to external support services for pupils with SEND. Many of these professionals come from the Health Service, Social Services and from Education. All are highly trained and valuable sources of information about a child's needs. It is important that staff are aware of these services that do, or can come into school and the help which they do or could give. Services include:

Health:

- Paediatrician, school nurse, speech therapists, occupational therapists, physiotherapists.

Education:

- Education Psychologist, Complex Learning Difficulties, Physical Difficulties, Autistic Spectrum Disorders, Speech and Language, Behavioural Support, Sure Start, Hearing Impaired Service, Springwood Heath Outreach Service, Special Educational Needs Inclusion Support Service and play therapist.
- Social Services, Education Welfare Services, Young People in Care and councillor.

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with

Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate. The Early Help Assessment Tool (EHAT) is used when a multi-agency approach to supporting a child's needs is required. The EHAT process involves a series of stages and has been developed by combining the underlying model of the Framework for the Assessment of Children in Need and their families with the main elements used in other assessment frameworks. An EHAT is for children and young people with additional needs who, according to the judgement of practitioners, require extra support to help them achieve the Every Child Matters outcomes.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

Each class teacher together with the SENCO is responsible for the upkeep of the Special Needs class file. A provision map will be completed termly by the SENCO and class teacher. A copy of this will be kept in the Special Needs class file.

All relevant discussions with parents are recorded. If the child's needs are becoming more of a concern, a consultation between the class teacher and SENCO will take place, followed by an Individual Education Plan (IEP), Individual Behaviour Plan (IBP), One page Profile, Group Educational Plan (GEP) or Play plan being drawn up. This will be monitored and evaluated at least termly by the class teacher/SENCO/support staff/ outside agencies (if appropriate) for children at School Support.

How Kingsley Community Primary School works with parents and carers in planning for provision, reviewing progress, and accessing information.

At Kingsley Community Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.

In creating the School's Local offer parental consultation was crucial and parental views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as PTA, questionnaires and coffee mornings etc.

Where a pupil is receiving SEN Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential.

Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school. The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA.

The SEN Information Report and Local Offer is available to all parents on our school website.

How Kingsley Community School enables pupils with SEN to participate in all activities together with pupils who do not have SEN

Inclusion

Kingsley Community School operates a fully inclusive policy and through appropriate provision, we respect that children:

- Have the right to learn together.
- Have the right not to be devalued or discriminated against by being excluded because of their race, religion, gender, disability or learning difficulty.
- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different times.
- Need a range of different teaching approaches and experiences.

We respond to children's needs by:

- Providing support for children who need help with communication, language and literacy and numeracy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Helping to manage their behaviour and to take part in learning effectively and safely.
- Helping pupils to manage their emotions.

Inclusion has the potential to reduce fear and to build friendship, respect and understanding.

At Kingsley Community Primary School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.

Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

What support Kingsley Community Primary School offers for improving the emotional, mental and social development of pupils with special educational needs.

Kingsley Community Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- Becoming withdrawn or isolated.
- Displaying challenging, disruptive or disturbing behavior.

These behaviors 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 (ADD).
- Attention Deficit Hyperactive Disorder (ADHD).
- Attachment Disorder (AD).
- Pathological Demand Avoidance (PDA).

It is also recognised by the school that children may display certain behaviors as a result of self-esteem or other issues such as neglect.

At Kingsley Community Primary School we have clear processes to support children and young people and this is linked to Behaviour and Safeguarding policies. These policies include detail on how the school manages effects of any disruptive behavior so that it does not adversely affect other pupils.

The school provides support for pupil's emotional, mental and social development in the following ways:

Counselling via a trained Counsellor

Play therapy

Access to specialist Outreach Providers e.g. CAMHS

Learning Mentor support within school

PSHE and SMSC curriculum

Listening ear with teachers and assistants

KS1 yellow room

KS2 Nurture room

How senior leaders and governors at Kingsley Community Primary School monitor and evaluate the impact of the school's SEN provision.

Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Kingsley is Mrs Darkes-Sutcliffe. She can be contacted via the head teacher or Chair of Governors. The SEN Governor promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy'. The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs, and other test outcomes
- The school's tracking systems and teacher assessments.
- Discussions at concern meetings.
- Evidence generated from IEPs/IBPs/Play plans and Annual Review meetings.
- Raise online
- Reports provided by outside agencies including Ofsted.

What training on SEN will be available for teachers, support staff and the SENCO.

All primary schools within an SEN Consortia share best practice and offers support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached to these, The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCO, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND (a needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually). The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND. The Governing Body will undertake a similar review of training needs. LSA's requirements in supporting pupils' needs will be considered frequently.

All new staff are updated re the SEN systems within school.

How SEN is funded at Kingsley Community Primary School.

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants.
- Nurture support staff.
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively.
- Specialist books and equipment.
- In class and withdrawal support from the SENCO, SEN Teacher or support staff.
- Ramped access to the main buildings of the school.
- Disabled toilet facilities.
- Purchasing and maintenance of ICT and electronic equipment.

A proportion of our budget is allocated for resources which include identified materials for pupils who need additional or different activities. The SENCO ensures that resources are managed, organised and distributed fairly and efficiently by evaluating present resources. Many SEND resources are classroom based.

The SENCO liaises with subject coordinators, who are responsible for SEND resources in their areas and who should maintain resource lists pertinent to their subject including ICT.

Review – there is a regular review of resource provision.

How Kingsley Community School supports pupils 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 the duties under the Equality Act 2010. Some may also have SEN and may have a Statement or EHC plan which brings together health and social care needs, as well as their SEN provision and the SEND Code of Practice (2014) is followed.

How Kingsley Community Primary School approaches its statutory duties in terms of increasing its accessibility over time.

All pupils at Kingsley Community Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs.

Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's learning and Teaching Policy promotes best practice towards students with SEN.

Provision Mapping features significantly in the SEN provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

All pupils with SEND will have full access to the National Curriculum, however, the head teacher may, if necessary, make a decision to modify or suspend the National Curriculum for EHC pupils over a short period of time.

Pupils with SEND will remain full and active members of the class wherever possible and practical. Some withdrawal may be necessary but must be aimed at specific targets that cannot be achieved within the normal classroom setting. Class teachers will seek to meet a pupil's needs through detailed IEPs/Play plans and a differentiated curriculum within their setting. Close liaison between class teachers/SENCO/subject teams is important in this respect.

Further advice from external agencies will be co-ordinated via the SENCO.

Pupils with SEND are included in all classroom activities such as sports day, trips and productions and have equality of entitlement.

The school has undertaken an access audit and is committed to the principle of Inclusion and 'barrier free' provision. Curriculum access, Information access and Physical access is an ongoing process. The building is completely accessible to pupils who require wheelchairs. The school has completed the LA's Dyslexia Friendly Training course. Currently the school applies Dyslexia Friendly techniques in its teaching methodologies. Pastel shaded paper is now used throughout the school and Dyslexia Friendly Reading rulers have been bought together with many ICT resources which have been approved by the Dyslexia Association. The school has visual and sounding fire alarms. Further examples of the schools' commitment in providing access for SEND pupils is evidenced in the school's Access Plan and Disability Equality Scheme. The school also carefully monitors out of school provision accessed by pupils with SEND, ensuring it is fully inclusive.

How Kingsley Community Primary School handles complaints from parents/carers of pupils with SEN about SEN provision.

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEN (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made. Any behaviour logs should ensure strategies are included and shared with parents/carers.

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Who is responsible for what :

SEN Governor: Mrs Darkes-Sutcliffe

SENCO: Mr. L Harrison
SAFEGUARDING LEAD: Mrs. Whittaker
PPG/LAC: Mrs. Whittaker
MEDICINES: Mrs. Whittaker/Mr. Harrison

The role of the SENCO

The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.
- The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEN policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision. of support staff in our schools including Teaching Assistants, Learning Mentors, Behaviour Support Staff and others.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.

- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date for example participation of pupils in clubs and activities.

Our SENCO has developed a pack of guidelines in support of the belief that all teaching and non-teaching staff are involved in the development of our school's SEND policy and must be fully aware of our school's procedure for identifying, addressing, monitoring and making provision for pupils with SEND.

This guidance pack outlines:

- Roles and Responsibilities
- Identification procedures.
- How to draw up and review an IEP.
- Working with parents and outside agencies.

For effective co-ordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for SEND pupils.
- The commitment required by staff to keep the SENCO well informed about pupils' progress.
- Mechanisms that exist to allow teachers access to information about SEND pupils.
- What exactly constitutes a 'level of concern' and at which point School Support is initiated.
- Mechanisms that exist to alert the SENCO to such 'levels of concern'.
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

The Role of the Governing Body

See Governors' statement.

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Collaborating with the SENCO to decide the action required to assist the pupil to progress.
- Working with the SENCO to collect all available information on the pupil.
- In collaboration with the SENCO, develop IEPs/IBPs/Play plans for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the IEP/one page profiles/IBP/play plans.
- Developing constructive relationships with parents.
- Following recommendations and guidance from specialist practitioners and outside services.
- Follow the graduated approach of assess, plan, do and review.
- Being involved in the development of the school's SEND policy.

The Role of the Head teacher

Responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the governing body well informed about SEND within the school.
- Working closely with the SENCO.
- Informing parents of the fact that SEND provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

SEND specialisms

- The school has developed expertise in Behaviour Management strategies and is developing expertise in many other areas of SEND i.e. Specific Learning Difficulties (e.g. Dyslexia) and Moderate Learning Difficulties.
- The school has numerous resources available for teaching pupils with SEND. These resources are currently being updated and audited with specific reference to ICT.
- Staff have acquired specialist qualifications in Drawing and Talking, Talking partners and Catch up Literacy.

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Transfer/Transition Arrangements

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a sensitive light by all our pupils. We encourage liaison between staff and ensure records contribute to the effective future planning for the benefit of the pupils. Class teachers of pupils joining from other schools will receive information from the previous school: if there is an SEND issue, the SENCO will telephone to discuss the pupils' needs.

The Foundation Stage staff will meet staff from nursery school/playgroups prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting. Transfer documents will be requested to secure an informed transition.

The Annual Review of Pupils with an EHC Plan takes place during the autumn or early spring term in Year 6. This earlier review enables the pupil's statement to be rewritten for secondary transfer.

Other relevant policies/documents.

This policy should be read in conjunction with:

- Behaviour policy.
- Assessment policy.

- Marking policy.
- Disability Equality Scheme and Accessibility Plan.
- School Prospectus.
- Race Equality Policy.
- LA Admissions policy.
- Teaching and Learning Policy.

In line with good practice reference to children with SEND is included in all our policies.

This SEND Policy was produced in July 2020 and will be reviewed in July 2021.

Please enquire at the office if you require this policy in alternative formats.