



Kennett Primary School

# Provision for Pupils with Special Educational Needs Policy and/or Disabilities Policy

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**Staploe Education Trust**  
*Excellence through partnership*



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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school 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. 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.

**At Kennett Primary School we are determined to meet the educational needs of all our pupils.**

## **Aims and Objectives:**

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary. The Advisory Body members' intention is that the needs of all pupils are identified and met as soon as possible. All pupils, whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with special educational needs will be encouraged to become independent and take responsibility within the school.

Everyone in the school community - Advisory Body members, staff, pupils and parents - has a positive and active part to play in achieving this aim:

### **Advisory Body members:**

By fulfilling their statutory duties to pupils with special educational needs, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.

### **Staff:**

By acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator, pupil, parents and other agencies and by participating in appropriate training.

### **Pupils:**

By having their wishes about their own needs regularly sought and carefully considered and by all pupils treating their peers with respect.

### **Parents:**

Through consultation and by working in partnership with the school to help meet their child's needs.

### **Equality**

In addition to avoiding or minimising possible negative impacts for vulnerable children with SEND,

we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers based upon the protected characteristics, including:

- Disability;
- gender reassignment;
- race;
- religion or belief (including lack of religion or belief);
- gender;
- sexual orientation;
- age;
- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

## **Basic Information**

### **Roles and responsibilities**

Special Needs Co-ordinator	Lorna Kirk
Special Needs Advisory Body member	Andy Baughan

**Class teachers** are responsible for:

- meeting with the SENCO to discuss additional needs and concerns;
- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion;
- making themselves aware of the school's SEN Policy and procedures for identifying, monitoring and supporting pupils with SEN;
- meeting termly with parents of pupils with SEN to plan and set targets;
- writing, reviewing and collecting evidence to support target setting.

### **Special Educational Needs Co-ordinator:**

- oversees the school's special needs policy;
- advises teachers on how pupils might meet planned learning objectives;
- co-ordinates provision for pupils with special needs;
- maintains the school's special needs register and oversees the records kept by class teachers on all pupils with special educational needs
- liaising, and working in partnership with the parents of children with special educational needs alongside the teachers;
- contributes to the training of staff and Advisory Body members;
- liaising and working in partnership with external agencies.

### **Headteacher:**

has overall responsibility for the management of the policy, for assessment of and provision for pupils with special educational needs, is the named responsible person, and keeps the Advisory Body members informed. Any complaints about general or specific provision will be referred to the headteacher in the first instance.

### **External Agencies and Professional Support**

A variety of support can be offered by these services, such as advice to the school about targets

and strategies, specialised assessment or some direct work with the child. The specialist services can contribute to the planning, monitoring and reviewing of the child's progress.

These services include:

- Other SENCOs in the circle schools cluster;
- Educational Psychologist;
- Specialist Teaching Team;
- Speech and Language Therapy Service;
- School Nursing;
- Locality Team;
- Hearing Impairment Team;
- Visual Impairment Team.

### **Admissions policy**

The currently agreed admissions policy of the Advisory Body makes no distinction to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education Health Care Plan (EHCP), the Special Educational Needs Co-ordinator will work closely with the LEA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that they have special educational needs and/or disabilities.

### **Allocation of resources**

The culture, practice, management and deployment of resources at Kennett Primary School are designed to ensure that the needs of all pupils are met.

The Trust Board will allocate funds to meet the needs of pupils with special education needs. The Headteacher and the SENCO will manage the funds allocated by the Trust Board to meet the differing needs of the pupils in the school with special educational needs.

The Advisory Body members require the Headteacher and SENCO to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils providing there is no disadvantage to the pupil to whom they are nominally allocated in respect of funding provided by the school as opposed to that provided directly to the pupil.

### **In-service training of staff and training for Advisory Body members**

In drawing up the staff development and training programmes, the Headteacher will give consideration and appropriate priority to the needs of all teachers with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to the Advisory Body, and will include details of training for class and subject teachers, the Special Educational Needs Co-ordinator, teaching assistants and other ancillary staff.

The Special Educational Needs Co-ordinator will assist in the provision of training for teaching and non-teaching staff. In particular s/he will form links with the LEA and other schools to devise and share training opportunities.

The Advisory Body members will give high priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for training.

### **Graduated Response and Provision**

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need aligned with a continuum of support. This response is seen as action that is

**additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies.

**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.**

### Records

The records for all pupils with special educational needs will be kept using the system and pro-formas developed by the staff.

### The Graduated Response Approach in the Early Years / Primary Phase

<b><i>Area of Need:</i></b>	<b><i>Examples of difficulties</i></b>
1.Communication and interaction	Speech, Language and Communication Needs Autistic Spectrum Disorder (ASD) Social Interaction Difficulties
2.Cognition and learning	Learning Difficulties Specific Learning Difficulties e.g. Dyslexia
3.Social, Emotional and Mental Health Difficulties	Challenging, disturbing or difficult behaviour Attention Deficit Disorder Attention Deficit Hyperactivity Disorder Attachment Disorder Depression
4.Sensory and/or physical Needs	Hearing Impairment Visual Impairment Physical Disability

### High Quality Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

### SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be taken for the child to be added to the SEN register. The SENCO and class teacher will decide if the pupil will be added to the SEND monitoring register or SEND register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so barriers to learning are removed. The support provided consists of a four-part process: Assess-Plan-Do-Review.

## **Assess-Plan-Do-Review**

This is an ongoing cycle that enables provision to be refined and revised as the understanding of the needs of the pupil grow. This cycle supports the identification of those actions which are the most effective in responding to the needs of the pupil, so that they may make good progress from their individual starting point. This is usually referred to as an IEP (Individual Education Plan) or CSP (Child Support Plan).

### **Assess**

When deciding whether to make Special Educational Provision, the teacher and SENCO consider information about the pupil's progress alongside national data and expectations of progress. This data includes formative assessment at benchmarking points, ongoing termly teacher assessment and early assessment materials.

### **Plan**

The child will be placed on the SEN list (register) and their needs will be planned for during a meeting with the class teacher and parents. This could involve small group work, the use of supporting materials - such as pencil grips or writing slopes - or seeking advice from external agencies and professionals.

### **Do**

The arrangements decided at the planning meeting will be carried out. If outside agency support is required, this will be discussed with the SENCO. The teacher will plan to ensure that the pupil has opportunities to address their targets on a weekly basis and the teacher will record the outcome of this intervention. This evidence is monitored by the SENCO.

### **Review**

Following termly assessments, the SENCO and class teacher will consider whether the pupil needs to remain on the SEN register or not. Targets set will be reviewed by the parents, child and the teacher. The pupil will then either be removed from the SEN register (if they have met the exit criteria) or new targets will be written together with the parents and child, beginning the cycle again.

Targets are focused around the following principles:

- Closing the attainment gap between the child and their peers;
- Preventing the attainment gap from growing wider;
- Matching or bettering the child's previous rate of progress;
- Ensuring full access to the curriculum;
- Demonstrating an improvement in self-help, social or personal skills;
- Demonstrating an improvement in the child's behaviour.

## **Referral for an Education, Health and Care Plan**

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

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

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

- parents;
- the child;
- teachers and other relevant staff in school;
- SENCO;
- social care;
- health professionals.

Information relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set will be gathered. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans (EHC Plan)**

- a. Following Statutory Assessment, an EHC Plan will be provided by Cambridgeshire County Council - if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Managing Pupils needs on the SEN Register**

### **The SEN Register**

The Register is maintained by the SENCO. It is reviewed every half term with teaching staff to ensure that:

- new pupils who have SEN are identified and entered into the system quickly;
- it is a dynamic list of pupils who are currently at the school;
- it informs teachers which pupils are on the SEN register;
- it can be used to inform termly pupil progress meetings;
- the most recent attainment levels are reflected within it.

There are two ways in which the needs of pupils who are on the SEN register are managed:

- Pupils who are not making progress, making limited progress or who are working below age-related expectations require an Education Plan so that everyone who is involved with the child knows what the child is working towards;
- Pupils who have barriers to learning for which particular strategies have been put into place may not need an EP, but a plan is put into place to support them to be successful in school.

### **Target setting for individual children**

The class teacher is responsible for:

- writing the targets - choosing and reviewing the targets with the parents and child;

- communicating to the SENCO if there may be a need for further support;
- passing the correct documentation to the SENCO on time, for filing and sharing with parents and professionals.

The SENCO is responsible for:

- monitoring the quality of targets;
- ensuring that documentation is submitted in a timely manner;
- ensuring that any need for further support or discussion is followed up promptly.

## **The SEND Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

## **Early Help Assessment Forms**

Some Agencies require the completion of an Early Help Assessment (EHA) to request support for pupils. Parental permission is always sought for a formal referral to any external service. A pupil's Education Plan should reflect any advice given by outside agencies. Parents are expected to attend reviews and to play a full part throughout the process.

## **Supporting Pupils and Families**

The Cambridgeshire Local Offer can provide parents and pupils with further information about what they can expect from the Local Authority in terms of support for pupils.

The school has a Statutory requirement to provide an SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act). Kennett Primary School SEN Information report is available on the school website.

The staff at Kennett Primary School will continue to forge robust home school links and encourage parents to be partners in the education process. Parents are involved from the outset and they are encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, as well as their child's learning behaviours and attitude at school. They are consulted before outside agencies are involved and are included as far as possible in the strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Autumn and Spring terms. In addition to these consultations, parents are invited to discuss CSP plans each term. Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCO. Kennett Primary School is happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages. These may be accessed through the school or Parent Partnership Service.

The Parent Partnership Service provides a range of support for parents of pupils with SEN. Some

of their leaflets are available in school.

Kennett Primary School's SEN Policy is available in school or on the Trust's website, Parents are welcome to request this.

## **Statutory Assessment Arrangements**

Pupils receive appropriate support when accessing all Statutory Assessments.

Support may include:

- having a reader to help access maths and writing tasks;
- working in a quieter room;
- having 'rest breaks' to support with focus.

The SENCO reviews the access arrangements for statutory tests in Years 2 and 6 and discusses the needs of each pupil with the class teacher. The criteria for extra time are carefully examined and considered. Extra time is applied for where it would be beneficial for the pupil and the child meets the DFE criteria. Access arrangements – including additional time - are applied for in accordance with the guidance on the DFE website.

## **Transition Arrangements**

### **Starting School**

There are links between the school and local pre-schools; teaching staff visit to discuss pupils, including those with SEN when they are about to start school

### **Within School**

Teachers liaise closely when pupils transfer to another class within the school, meetings are arranged wherever possible between those staff involved in monitoring and supporting the pupil's progress. Meetings are arranged for parents to meet new teachers, so that they have the opportunity to discuss concerns they may have if they wish to do so.

Pupils spend time in school with their new teacher in a range of situations both inside and outside the classroom.

### **Transfer to Secondary School**

When children leave the school, SEN records are transferred following county procedures. Prior to this, there are opportunities for all pupils to visit their prospective secondary school and representatives from local secondary schools are available for consultation before the transfer.

## **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan. This plan draws upon the child's health and social care needs, as well as the special educational provision being made. The SEND Code of Practice (2014) is followed.

Where pupils have medical conditions, the school will support them so that they are able to be in

school as an active member of the school community. Reports and advice from medical professionals is shared with all people who are working with the pupil. In the case of acute conditions such as Anaphylaxia or Epilepsy all staff receive training in administering emergency medication. Where pupils require medication on a long term basis to help them manage a condition this is organised.

## Monitoring and Evaluation of SEND

Teachers are regularly observed teaching by members of the Senior Leadership Team. Where there are concerns, staff are supported to improve their teaching by the appropriate senior leaders. Discussion with pupils, planning and book scrutiny are also carried out by the Senior Leadership Team. There are regular Professional Development Meetings for teachers to improve their understanding of the strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered within the given context.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision is recorded on a class Provision Map overview for each class, detailing the action and provision for children within the class. SEN provision is recorded on a class overview for each class, detailing the action and provision for children within the class. Provision Maps are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. Actions are monitored and evaluated termly by the SENCO and information is fed back to staff, parents and Advisory Body members, if appropriate. This helps to identify whether provision is effective.

## Training and Resources

The Headteacher, SENCO and the Advisory Body of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The school has a continuing commitment to purchase appropriate resources for pupils with SEN. We follow LA guidance, to ensure that all pupils' needs are appropriately met.

## Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. It is every teacher's responsibility to provide for pupils with SEN in their class - being aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **Advisory Body**, in co-operation with the Executive Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview of this aspect of the school. The Advisory Body monitor and discuss the SEN provision in the school.

Advisory Body members must ensure that:

- the necessary provision is made for any pupil with SEN;
- all staff are aware of the need to identify and provide for pupils with SEN;
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014);
- parents are notified if the school decides to offer additional SEN provision for their child;
- they are fully informed about SEN issues, so that they can play a major part in school self-review;

- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Advisory Body members play a major part in school self-review. In relation to SEN, members will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development;
- SEN provision is an integral part of the School Development Plan;
- the quality of SEN provision is regularly monitored.

## **Complaints**

Should pupils or parents and carers be unhappy with any aspect of provision, they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time for it to be explored more fully, parents and carers should make an appointment rather than hastily completing the discussion.

In the event of a formal complaint, parents should follow the Trust's Complaint Policy which is available on the school's website. The Parent Partnership Service is available to offer advice.

## **Evaluation of Success**

The Advisory Body will evaluate the success of this policy - at Kennett Primary School - by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

In particular, Advisory Body members will come to judgements about:

- the views of parents on the working of parent partnerships;
- the effectiveness of the graduated response in meeting needs, closing the attainment gap between the child and their peers, preventing the attainment gap from widening and, where relevant, improving the child's behaviour;
- how well pupils with special educational needs take part in the whole curriculum of the school;
- how independent pupils with special educational needs become;
- how pupils with special educational needs take responsibility around the school;
- how resources have been allocated to and between pupils with special educational needs;
- details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.

The Advisory Body members observations on the above matters will form the basis (together with the legally required financial information) of the special needs section of the annual report to parents.

## **Policy Review**

This policy will be reviewed annually. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.