



Kimberley Primary School Special Educational Needs and Disabilities Policy

Kind, Prepared, Safe

Definition of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014.

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **Has a significantly greater difficulty in learning than the majority of the same age,**
- or**
- **Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided by others of the same age in mainstream schools.**

For children aged two or more, special educational needs provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

SEN Code of Practice 2014 1 xi-xiii

At Kimberley Primary School we believe:

- -Every child should experience success and that success and progress is acclaimed and built upon.
- -Pupils with SEN need to participate in the life of the school to the full via a curriculum that is broad, balanced appropriately differentiated and delivered in ways that make it accessible to those with different learning styles.
- -Children with a recognised special educational need should, wherever possible, be integrated to work alongside their peers to share educational experiences with those whose needs are different from their own. However, there may be times when children receive an intervention either in a group or on a one to one basis.
- -Parents have a vital role to play and are involved at the earliest possible stage of the process of defining a child's needs.
- -It is important to create and provide an environment which encourages tolerance, empathy and awareness of the differing needs of every child.
- -Children with SEN should be involved in and take part in decisions about their education. The views, wishes and feelings of the pupils should be sought and taken into account.
- -Learning experiences should encourage self-motivation and independence and focus on positive achievement.

Objectives

- Kimberley Primary School will manage resources to ensure all children's needs are met to enable them to make progress.
- Provision and progress will be monitored and reviewed regularly to ensure that all the pupils identified with SEN reach their full potential.
- The school will endeavour to identify the needs of pupils with SEN as early as possible.
- Parents and the school will work in partnership in identifying and meeting individual

needs.

- When the pupils' needs cannot be met by Kimberley Primary School alone, the school will involve and work with outside agencies.
- The school will create an environment where pupils feel safe to voice their opinions and all those responsible for or involved in SEN provision will take into account the views and wishes of the child.
- Education, Health and Care Plans will be reviewed annually in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy.

Key Roles and Responsibilities

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO's are members of the leadership team.

The SENCO is:

Helen Howarth

The Four Areas of SEN

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional health
- Sensory and / or Physical

Behavioural difficulties do not necessarily mean that a child has SEN, consultation with the class teacher, parents and SENCO will take place to consider if there are SEN factors causing the behaviours.

Graduated Response to SEN

Once an SEN has been identified the first response is **high quality teaching** targeted at their weakness.

If progress continues to be less than expected the class teacher, with support from the SENCO, should assess the child's needs.

Evidence needs to be from assessments, intervention programmes, pupil views and parent views to determine if any other factors could be influencing the rate of progress.

Some children show SEN from an early age and some children only show SEN as they develop.

There is a graduated approach that will be put into place: **Assess, Plan, Do, Review**.

The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.



Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This should ensure that pupils with SEN make 'adequate progress.'

What is 'adequate progress'?

The SEN Code of Practice says "The key test of how far [pupils'] learning needs are being met is whether they are making adequate progress".

Paragraphs 5:42 and 6:49 of the SEN Code of Practice says 'adequate progress' in primary and secondary schools could be progress that, for example:

- Closes the attainment gap between the pupil and his or her peers
- Prevents the attainment gap growing wider
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum

Differentiation of the Curriculum

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Planning for differentiation can involve:

- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties
- including work recorded in alternative formats
- matching demands to levels of attainment
- providing a range of activities to ensure participation
- providing similar work for a group, but allowing different outcomes
- using a clearly defined step by step approach promoting gradual development of concepts and skills
- using jargon free, unambiguous language starting from the child's own language, introducing words as needed
- explaining new words regularly to ensure understanding and use
- allowing sufficient repetition to consolidate skills
- allowing time for reflection
- ensuring that the pace of the lesson takes account of the differences between individuals

Individual Education Plans (IEPs)

As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded in clear targets on their individual education plan, which will achieve the following:

- Raise achievement of pupils with SEN
- Be seen as a working document and continually updated by the class teacher with the views of the child and parent considered
- Use a simple and consistent format across school
- Detail provision 'additional to' or 'different from' that generally available for all pupils

- Be accessible to all and jargon free
- Be distributed to all staff working with the child and others as necessary
- Inform effective planning so specific individual needs are met
- Help pupils monitor their own progress
- Result in clear and effective intervention programmes by staff to ensure that pupils achieve good outcomes.
- Consistently shared with parents at recorded structured conversations or termly IEP meetings.

They will focus on:

- Up to three or four key individual, measurable targets set to help meet individual needs and particular priorities
- Targets relating to key areas in communication, literacy, mathematics, behaviour and physical skills
- Strengths and successes should underpin targets and strategies

They will consist of:

- Short term targets set for or with the pupil
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (recorded when IEP is reviewed)

When reviewed the following will be considered:

- Progress made – shown through assessments reflecting the target
- Parents' views
- Pupil's views
- Effectiveness of the IEP
- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies

As part of the process 'progress' will be defined as:

- Closing the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Assessment

All children in our school undertake assessments to inform us of their progress, to enable us to make decisions about how we can support all our children, particularly those who may have individual needs.

The **additional** range of assessments we may administer to provide us with an overview of a child's needs are:

PIVATS assessments, teacher level assessments, Numeracy and Literacy optional SATs, end of Key Stage SATs, Salford reading test (KS1) Nara reading test (KS2), British Picture Vocabulary Scale (BPVS), Dyslexia Portfolio, Boxall Profile and Connors Questionnaires (sent from the Paediatrician), specific literacy assessments, B squared assessment for Early Years, Rapid Dyslexia screener.

If these assessments do not support the decisions we need to make about a child's special educational need, we will enlist the support of our Family Senco for further advice and guidance.

SEN Funding

SEN provision is funded from the school's overall budget and is allocated on the basis of individual need. At Kimberley Primary School we look closely at the pupils needing extra support or resources and this is reviewed on a regular basis – at least termly.

Support is graduated according to needs, priorities and availability of resources, this is known as Place Funding (PF). Additional funding is provided annually by the County Council on the basis of data submitted to them for their audit of SEN arrangements (PLASC) – this is known as Place Plus Funding (PPF)

The range of actions/provision

Appropriate arrangements will be determined for each individual pupil, but may include one or more of:

- Assessment and planning
- Grouping for teaching purposes
- Human resources
- Curriculum and other teaching methods

In line with the 2014 Code of Practice the following graduated response will be made to pupils who have SEN.

Action by class teacher (prior to involvement of the SENCO, class teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what a child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms the basis of next steps
- Involve parents
- Involve the child
- Don't assume difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation
- Records should be kept and handed to the next teacher in the Summer term
- Arrangements should be monitored to identify those not making sufficient progress, at which point the SENCO is consulted to plan the next steps

Place Funding

- Trigger is concern, underpinned by evidence, that despite high quality teaching, differentiation and other arrangements, the pupil makes little progress due to underachievement, behaviour sensory/physical or communication/interaction difficulties.
- Class teacher/SENCO discuss, look at existing evidence and collect additional information.
- SENCO takes lead in further assessment and planning future support with the collaboration of others.
- Interventions may include different materials or groupings, adults developing interventions – may not mean extra time
- If specific targets are needed they should be clear and measurable (SMART) and discussed with parents and the child (recorded on school IEP format).
- If specific targets are needed it should only record what is additional and should be reviewed as regularly as needed (used as a working document), in a process that should not be unduly formal. Monitoring will be undertaken continuously.

- Advice from outside agencies should be considered when pupils are unable to make appropriate progress despite the focused targets on their IEP and when little progress is shown over time therefore achieving significantly below age related level or shows serious behavioural/physical/sensory/communication/ interaction difficulties.
- External agency contact will occur (See below). This will occur through Springboard
- SENCO/teacher/external agency representatives to consider range of approaches/materials including ICT.
- IEP reviewed and links made to specific pupil difficulties

Outside Agencies

To engage the involvement of any of the support services available to the school, and to get the best value from their involvement, it is necessary to demonstrate that the school has fulfilled its obligations under the SEN Code of Practice. All the additional support services are available upon formal referral by the school. Parent's permission will be sought at all times for pupil referrals to outside agencies. Parents will be informed of the outcome of any assessments or work done by any specialists with their child. The main source of outside agency support is The School and Family Support Services (SFSS). This could be from the Educational Psychologist, Speech and Language therapists, the Cognition and Learning team, the Sensory team, The Early Years team or the school nurse.

Parents

All parents of children with special educational needs should be treated as partners in the education of their child. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education in collaboration with the school
- Liaise with class teachers and teaching assistants about developmental and progress concerns
- have knowledge of their child's entitlement within the SEN framework
- make their views known and opinions about targets and progress
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

It is important that both partners have a clearly defined role in order to ensure that the partnership between home and school is effective.

For parents school will:

- Share information regarding the progress of the child
- Communicate regularly
- Keep clear records and evidence of progress
- Discuss and develop relevant targets and actions to drive these targets
- Liaise with parents at least termly

To make communications effective professionals should:

- acknowledge parental knowledge and expertise in relation to their child to help to make decisions about provision
- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. To participate in decision making children need information and support so that they can work towards:

- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices

Adults need to:

- Give information and support
- Provide an appropriate and supportive environment
- Learn how to listen to children

Children should be enabled/encouraged to participate in all decision-making processes in their education, including the setting of learning targets and contributing to IEPs. They need to be part of the process, to know that they are listened to and that their views are valued.

Teachers

- Responsible and accountable for the progress and development of the pupils in their class, even when the pupil accesses support from teaching assistant or specialist staff.
- Are aware of the experiences of different groups and incorporate this in their planning. They should be clear about what they want different groups to learn.
- Set learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets
- When working with pupils with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing
- Have high ambitions for children who have an SEN and set stretching targets for them
- Track progress towards these goals
- When working with pupils from a variety of cultural backgrounds they should ensure that the work provides positive images of different cultures
- Challenge stereotypes and stereotypical activities
- Show respect to pupils by using culturally sensitive language and be aware of cultural differences
- Show that they don't condone racism bullying

Role of the SENCO

At Kimberley Primary the Special Educational Needs coordinator role includes:

- Strategic development of SEN policy/provision (with the head teacher and the governing body)
- Day to day responsibility for policy and provision
- Where there is a shared class the SENCO will ensure that responsibility is delegated as appropriate, to one or both teachers, for writing targets and sharing these with parents
- Professional guidance to teachers
- The SENCO will ensure that termly SEN Multi-agency review meetings with parents will be conducted outside of parent's evenings for children who require them (Place Plus Funding).
- Developing effective ways of overcoming barriers to learning
- Sustaining effective teaching through analysis/assessment of needs/monitoring quality of teaching and standards and by target setting
- Collaborate with curriculum coordinators and SLT
- Line managing the Teaching Assistant Team and additional support staff.
- Deployment of the Teaching Assistant Team and additional support staff according to pupils needs.
- Overseeing the school's record keeping and data gathering for SEND
- Liaising with parents
- Contributing to continuing professional development (CPD) of all staff
- Liaising with external agencies

- Managing SEND provision for the school through a delegated portion of the school budget and overseeing resources specifically purchased for SEND materials and equipment.
- Monitoring the impact and effectiveness of the policy on school practice.

Coding

At Kimberley Primary School, we code our children as MAC (monitored and concerned) if, at the end of the school year, they are judged to be 'prior to emerging' and on the cusp of emerging for their current year groups expectations. Provision for MAC children is provided through the ASN (Additional School Need) funding. We code our children as SEND if they are judged to be 'prior to emerging' and working well below the year group expectations for their chronological age. Provision for SEND may come from existing resources within school (ASN) or from additional family of schools funding or local authority funding.

Education Health and Care Plans (EHC plans)

The majority of children with SEN will have their needs met in mainstream schools. If the school and the local authority consider a child may need special educational provision they will conduct an assessment of education, health and care needs and prepare an EHC plan.

- EHC plan can be requested by the child's parents or by the school.
- Initially an EHCP guidance checklist will be completed with parents and school staff.
- The Local Authority will then determine whether a statutory education, health and care assessment is necessary, make a decision, and then communicate its decision to the child's parents.
- The child's views are gathered by the local authority and the child's parents are consulted.
- Advice from relevant professionals is also gathered, including health, education and social care.
- The entire process (assessment and planning) must take no longer than 20 weeks. At this point a decision will be made and reasons given.

If an EHC plan is decided upon:

- Parents have the right to request a particular school.
- Parents have the right to request a personal budget from the local authority, which will be set out in the plan itself.
- It will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables the provision for the child to be evaluated and, where appropriate, for changes to be put in place.

Looked After Children (LAC)

The term "looked after" was introduced by the Children Act 1989. This refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child's welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis.

At Kimberley we will:

- Ensure access to a balanced and broadly based education to all looked after children
- Prioritise recording and improving the academic achievement of all looked after children
- Prioritise a reduction in the number of exclusions and trancies for all looked after children
- Ensure there is a designated teacher to advocate for the rights of looked after children
- Develop systems of communications and protocols
- Promote the attendance of looked after children

- Ensure that a clear protocol for sharing of information will be followed both within school and with outside agencies.
- Endeavour to support all looked after children educated in this school to achieve to their fullest possible academic potential

Transition

We will support children with SEN at times of transition (as appropriate.) Transition arrangements may include:

- Transition meeting with the current class teacher, new teacher and parents.
- Support on whole school transition days from a teaching assistant.
- The creation of a transition booklet for the child to use in school and at home.
- Time for the new teacher to observe the child in their current class.
- With new pupils to Foundation Stage 1 - liaison with parents, any pre-school setting and any professionals currently working with the child.
- We link closely with the local secondary school and where necessary, we will carry out a detailed transition plan around the child's specific needs to enable them to move smoothly to their next stage of education.
- Any other professional activity we see fit to support the child.

Social and Emotional wellbeing

At Kimberley we recognise that some children may need extra support and guidance at some point in their school career. We have a graduated pastoral response in place to support such children.

Whole class

- Children receive PSHE lessons as part of our creative curriculum in which issues of friendship, behaviour and understanding are explored
- Our weekly 'thought of the week' and themed whole school assemblies have an 'every child matters' focus where we ensure children tackle issues such as bullying, economic well-being and health in a supported framework.

Groups

- Some children may require more intervention than others.
- Circle of Friends and socially speaking are among interventions can be offered to children to support social and conversational skills
- Children may be encouraged to join certain clubs in school with a social and emotional focus such as fishing and cooking clubs.
- Additional provision during non-contact time

Individual

- Children may be given IEP targets to help them with personal, social and emotional well-being, these will be supported by the class teacher and TA
- Art or play therapy may be offered if the school feel it would be beneficial to the child
- The child may be given TA support in unstructured situations such as playtime and sports day.
- If we feel that the in-school graduated response has not been sufficient we may (with the consent of parents) involve a child councillor if appropriate

Evaluating the Success of Provision

In order to make continuous progress in relation to SEN, the school will consult and consider the views from: **Teachers, Parents, Pupils and External Professionals.**

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress, recorded termly in the schools data tracking system, OTrack, will provide evidence for the success of the SEN policy and this will be analysed carefully by

the SEND coordinator and the SLT team on a termly basis. A monitoring summary report will be produced highlighting where sufficient progress is not being made and giving advice to class teachers on further support or provision.

Consideration of each pupil's success in meeting the specific targets set by the class teacher and the use of standardised tests at the beginning and at the end of intervention programmes will be taken into account.

The provision for SEND within the school will be monitored by the governing body. They will report on how the school's SEN policy is being implemented and how resources are allocated in the governing body's annual report, as well as ensuring that the SEN Code of Practice is followed.

Related policies

- This policy has links with the Admissions policy, the Equal Opportunities policy, Assessment policy and the Teaching and Learning policy.

Additional Information for Parents

New legislation (The Children and Families Act 2014) enacted on the 13th March has come into force as of the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the recent reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

The SEND (Special Educational Needs & Disability) 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 Nottinghamshire 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.

This information is also available by putting the below web address into the browser of a smart phone or tablet.

www.nottinghamshire.sendlocaloffer.org.uk

More information and support can be obtained from Nottingham and Nottinghamshire PARENT PARTNERSHIP SERVICE: Helpline 0115 948 2888 www.ppsnotts.org.uk/

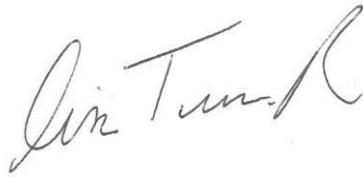
An additional parent information booklet has been devised by school to support the parents of pupils with SEND. This is available on our school website and from the SENCO's.

Policy updated – September 2017

Ratified 16.11.18

Headteacher:

Lisa Turner-Rowe

A handwritten signature in black ink, appearing to read 'Lisa Turner-Rowe', written in a cursive style.

Chair of Governors:

Alison Gray

A handwritten signature in black ink, appearing to read 'Alison Gray', written in a cursive style.