

## SEND Policy

### Policy Monitoring, Evaluation and Review

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### Revision History:

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# SEND Policy

## Rationale:

This policy is a statement of the arrangements of Inclusion at Knighton Mead Primary Academy. It has been written to make these explicit and to ensure continuity of practice across the school. It has been written in response to the Equality Act 2010: advice for schools DfE Feb 2013, SEND Code of Practice 0-25 Sept 14 and Statutory Guidance on supporting pupils at school with medical conditions April 2014.

We believe that to be fully inclusive we need to be aware of and cater for children, parents and staff who have a whole range of needs including Special Educational Needs and Disabilities.

At Knighton Mead Primary Academy, we provide education for all pupils through a variety of strategies including, appropriate differentiation, resources and facilities as necessary. All pupils' individual needs are considered and we implement a range of strategies to meet and develop their diversity.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners. All pupils are entitled to receive, within a suitable peer group, a broad balanced and relevant curriculum. The school will, within the context of services and resources available, seek the relevant support and advice from the LA, in order to facilitate inclusion.

At Knighton Mead Primary Academy, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

Our SENCo will coordinate the day to day provision of education for pupils with SEND.

## **Aims:**

At Knighton Mead Primary Academy, we aim to:

- To provide a focus on outcomes for children and young people and not just hours of provision/support.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To include all pupils in school life.
- To share a common vision and understanding with all stakeholders
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To continue to raise staff awareness of inclusion by ongoing staff development
- To maximise the learning potential of all pupils and raise educational attainment for all
- To promote the personal, social, moral and cultural development of all children
- To recognise and celebrate the progress and achievements that all members of the educational community make
- To develop inclusive practices throughout the educational community and so to promote equality of access and opportunity for all learners.
- To ensure that resources for SEND are closely matched to needs
- To work towards inclusion in partnership with other agencies and schools

## **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

## **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally

provided for others of the same age in mainstream schools.

Special educational 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.

### **Partnership with Parents and Carers**

The school aims to work in partnership with parents and carers to achieve these aims. We do so by:

- Working effectively with all other agencies supporting children and their parents or carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs their child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as the child's areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child including attendance at parents' evenings/Person centred review meetings.
- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision.
- Providing all information in an accessible way

### **Involvement of Pupils**

We recognise that all pupils' have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2014). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and learning (self-assessment)
- The self-review of their own progress and in setting new targets
- Formal reviews, providing evidence for and attending meetings

We ensure that pupil perceptions of the support and progress are included in monitoring and evaluation procedures.

### **Implementation:**

We accept the principle that pupil's needs should be identified and met as early as possible. We identify 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 SEND Code of practice describes 4 broad categories of need:

- Cognition and learning
- Communication and Interaction
- Sensory and / or physical needs
- Social, emotional and mental health

Under the Code of Practice behaviour is no longer a category of SEND. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need.

The key consideration is what things have an impact on pupil outcomes.

- Disability (the SEN Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### **Management of SEND within school**

- There is a single category of need called SEN support.
- Sometimes a child or young person continues to have significant and enduring needs and it may be decided that an Education, Health and Care (EHC) plan is appropriate. A case will be put forward to the Local Authority and a decision making process will begin with the full involvement of parents, carers and the child or young person. If an Education, Health and Care Plan is agreed this can stay with the young person until they are 25 if necessary. It will include long and short term agreed outcomes for the child or young person along with planned support, provision and outside agency involvement. The plan will be reviewed annually.
- Teachers will fill in an Early Monitoring Sheet for any child they are worried about which will be discussed with parents and the Special Educational Needs Coordinator. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process. After a period of Assess, Plan, Do, Review (Graduated Approach) a decision may be made to place the child or

young person on the SEND register under the category of SEN Support. Staff will also use the BERA (Best Endeavours and Reasonable Adjustments) Framework and implement strategies as part of this process.

- If we decide to place a child on the SEND register, our criteria for entering a pupil on the register will include the following considerations:
  - Looking at what work has already been done with the child and by whom.
  - Teachers are responsible and accountable for the progress and development of all pupils in their class.
  - Lessons are differentiated and adapted to match each child's needs.
  - Teachers will make reasonable adjustments to the curriculum to meet individual needs.
  - At Knighton Mead we have a well -designed curriculum with strong quality first teaching and learning. We adhere to the Code of Practice suggestion that pupils should only be identified as SEND if they do not make adequate progress once they have had good quality personalised teaching.
  - High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching.

If a child is working below pre-key stage 1 standards then the Engagement Model will be used alongside school assessments,

### **External Agencies**

- For higher levels of need the school will draw on more specialised assessments from external agencies and professionals including-
  - Educational Psychologist
  - Learning, Communication and Interaction Support Service
  - Early Years Support Team
  - Social, Emotional and Mental Health Support Team
  - Education Welfare Officer
  - Visual / Hearing Support
  - Speech and Language Therapy
  - Medical professionals including CAMHS
  - School Nurse
  - Social Care and Safeguarding
  - Family Support Worker
  - ADHD Solutions/Nurse
  - TMET Primary Intervention Team

Once the above has been considered a decision may be made to place a child on the SEND register. The Graduated Approach (Assess-Plan-Do- Review cycle) will be used to meet the child's needs.

### **Managing pupil's needs on the SEND register**

- Every child on the SEND register will be set individual targets through a Pupil Outcome Passport.
- The emphasis on the targets set will be based upon outcomes.
- Children with more complex needs may have a School Contract.
- Termly review meetings will take place with parents to discuss and review progress towards the outcomes set.
- Appropriate interventions will be put into place if the child or young person needs additional support.
- Interventions offered at Knighton Mead include:
  - Phonics
  - Play Interaction
  - Inference
  - Pastoral Support
  - Emotional check ins
  - BRP
  - Precision Teach
  - Attention Autism
  - Sibling Groups
- Parents will be informed on the Pupil Outcome Passport if their child is receiving an intervention.
- Progress of pupils with SEND will be reviewed regularly to provide the most effective and learning provision.
- All supporting provision made is detailed on a provision map. Frequency and time allocation are noted.
- Interventions will be carefully monitored and tracked by the SENCo.
- Outside agencies are used to support and advise as required. They will also attend meetings where applicable.
- Pupils will be removed from the SEND register if they no longer have a special educational need. Usually this happens when the child or young person has made accelerated progress and they are working at expected levels. However, if another special educational need continues to exist despite working at expected levels the pupil will remain on the register.

## **Induction and Transfer arrangements:**

- Induction arrangements prior to Foundation are based on information provided from pre-school provider, parent, Educational Psychologist and Speech Therapist or health visitor.
- Provision arrangements are discussed prior to pupil beginning at school.
- Baseline arrangements are carried out within the first week of a pupil beginning at school.
- Links with local secondary school providers are made, transferring information to year 7 teachers and appropriate SENCo.
- For pupils with an EHC Plan, the secondary SENCo is invited to the review meeting for the pupil.
- Where possible some pupils undertake a separate, additional visit to secondary school to support transfer.
- End of key stage attainment is recorded and sent electronically at the end of key stage two to secondary schools.
- All other appropriate school records are forwarded to secondary schools.
- All other mid year or phase transfers have records sent via the internal post system or posted to the new school. This is done once the new school has informed us they have enrolled a child.

## **Access to the Environment**

- Knighton Mead Primary Academy is a single site school, with Key Stage 1 and Key Stage 2 departments joined by the dining area. Entrance to the building is by a variety of entrances, of which most have wheelchair access.
- There is a shower, changing or laundry facilities. There is currently one accessible toilet for children or adults this is located near the main reception.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- Please look at our website to find out how we did in our accessibility survey carried out by pupils from Ash Field Academy.



### **Arrangements for providing access to learning and the curriculum**

- The school will ensure that all children have access to a broad and balanced curriculum (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively adapted and differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation and adaptation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that any extra curricular activities are barrier free and do not exclude any pupils, where appropriate.

### **Admission arrangements**

- No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act 0-25, Sept 14 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The LEA determines admission, having regard to parental preference and in consultation with our governing body.
- Prior to starting school, parents of children with an EHC plan / EHC plan pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.

- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

### **Disability equality and trips or out of school activities**

- Knighton Mead tries to make all trips inclusive by planning in advance and using accessible places and provide additional TA support for individual children as required.
- All children are welcome at our after and before school activities.

### **Supporting Pupils and Families**

- Parents of children or young people with special educational needs can refer to the Local Authority Local Offer (Regulation 53, part 4) which gives advice and information regarding services and provision - please see school website for the link to this.
- Under statutory requirement Knighton Mead provides SEND Information on the school website under SEND.
- Our Pastoral Support Lead is available in school to offer advice and support to families and offers support daily to our pupils.

### **Governors:**

- There is a nominated SEND Academy Councillor (Milan Premdjy) who meets regularly with the SENCo.

### **Other relevant policies:**

- Teaching and learning policy
- Behaviour policy