

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Curriculum and Standards Committee: April 2018
Review Date: April 2020



‘One family learning for life, on a journey towards our potential’

Kennet Valley C of E VA Primary school has a deep rooted Christian ethos which enables us all to learn and succeed in a caring, thoughtful Christian community.

Our school respects and welcomes all genders, faiths, cultures and abilities, and encourages everyone to reach their potential.

Introduction

At Kennet Valley C of E VA Primary School, we believe in providing every possible opportunity to develop the full potential of all children. All children should have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum.

SENCO: Mrs Emma Russell
Assistant SENCO Mrs Helen Bushnell
Governor: Mrs Elizabeth Daley

This SEN policy reflects the 2014 Special Educational Needs and Disability Code of Practice, 0-25 years 2014

What are Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools. **Code of Practice (2014).**

What is Special Educational Provision

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream school. Health care provision or social care provision that educates or trains a child is to be treated as special educational provision. **Code of Practice (2014).**

Aims

The purpose of Kennet Valley School’s approach to SEN is to ensure that all children achieve their full potential. We believe that every teacher is a teacher of every child, including those with SEN. We provide a focus on inclusion, removing barriers to learning and improving outcomes for children with SEND. All children are valued and their self-esteem promoted. We work in close partnership with parents who play an active and valued role in their child’s education. Through early identification and a close working relationship with specialist support services, we aim to provide high quality provision to meet the needs of children with SEND.

Objectives

The objectives of our policy are:

- early identification of children’s needs and early intervention to support them
- regular target setting and monitoring of outcomes through the Provision Map
- to support children’s emotional well-being so that they can become independent and successful learners
- to involve parents and children in decision making
- to provide high quality teaching to meet the needs of children with SEND, with a focus on inclusive practice and removing barriers to learning
- to work in close partnership, with outside agencies, to support the needs and provision for children who have special educational needs.

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Curriculum and Standards Committee: April 2018
Review Date: April 2020



Identifying Special Needs

The Code of Practice describes four broad categories of need. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Kennet Valley Primary School, we identify the needs of the whole child, that will include not just special educational needs.

The four broad categories of need:

Communication and interaction: Children may have difficulty saying what they want to, understanding what is being said to them. They may not understand or use social rules of communication.

Cognition and learning: This category covers a wide range of needs including moderate, severe, profound and specific learning difficulties. It also encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. In addition, some children may learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties: Children can experience a wide range of social and emotional difficulties, that may present themselves as withdrawn or disruptive behaviour, attention deficit disorder or attachment disorder.

Sensory and physical needs: Some children require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided.

How do we know if a child has a Special Educational Need?

Kennet Valley Primary School assesses each pupil's current skills and levels of attainment on entry, building on information from parents, previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by the head teacher, and assistant SENCO, make regular assessments of progress for all pupils. In this way, we can identify pupils making less than expected progress such as progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.

A graduated approach to SEN Support:

At Kennet Valley Primary School teachers are responsible and accountable for the progress and development of all the pupils in the class, including where pupils access support from teaching assistants. Where possible we try to meet every child's needs within the classroom through ensuring high quality first teaching in our school. It is the role of the class teacher to provide personalised teaching aimed at promoting good outcomes for all children.

What do we do if a child is not making expected progress?

Where through careful identification and assessment, the school in partnership with the parents determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school, the child will be placed on the SEN register.

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Curriculum and Standards Committee: April 2018
Review Date: April 2020



Support through the Provision Map

Additional support will be put in place aimed at promoting good outcomes for the child. Targeted interventions will be monitored and outcomes recorded on the individual support plans that will detail any additional intervention a child is receiving. This provision map, its outcomes and pupil progress is evaluated regularly by the class teacher, with the support of the head teacher and assistant SENCO.

Support through the My Support Plan

If, despite our best efforts, a child's progress continues to be a cause for concern, we will draw up a My Support Plan that documents in detail a child's needs in all areas. Clear outcomes will be set, alongside children's needs and how best to support them. Where children's needs are high, we will request an assessment by specialist services that support the school. Their report will feed into the My Support Plan. The My Support Plan is reviewed three times a year by the class teacher and parents. At this meeting, the child's progress will be discussed along with what is working, and what is not working and what the next steps should be. Smaller chunks of progress against outcomes will be reviewed by the class teacher six times a year through an Individual Support Plan.

Support through the statutory Education, Health and Care Plan (EHC Plan)

If a child meets the very specific criteria set out by the local authority, the school will gather the evidence required to apply for a statutory assessment of special needs. Where children have an EHC Plan (or statement) in place, outcomes will be taken from here, a specific programme of support will be drawn up by the teacher, SENCO and assistant SENCO, taking into account all of the information provided by the Local Authority and the family. Progress against outcomes will be monitored through an support plan. The EHC Plan is reviewed annually with parents. IEPs are reviewed three times a year with parents and six times a year by teachers.

Working with parents

Parents are important partners in the effective working relationship with the school, in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents' contribution to their child's education is valued highly by the staff of the school. Parents are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the My Support Plan. The school will also update parents with relevant information.

The school website contains details of our policy for SEND as well as our Special Educational Needs Information Report, which includes the arrangements made for children in our school with SEND.

The role of the child

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets, and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Managing Pupils Needs on the SEND register

Children on the SEND register will complete a one-page profile with their teacher. This documents why people like and admire them, what is important to them and how best to support them. This is a child-centred plan

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Curriculum and Standards Committee: April 2018

Review Date: April 2020



aimed at ensuring all adults who work with the child know how best to meet their needs. The one-page profile will be updated each year in July ready for the child's new teacher.

Each teacher, alongside the SENCO and Assistant SENCO, will complete a support plan that documents the intervention that children in their class are receiving. At Kennet Valley teachers are responsible and accountable for the progress and development of all the pupils in the class, including where pupils access support from teaching assistants. The support plan lists all provision that is over and above, or different from, that which is normally available in class or school. It details how long, how often and who is delivering intervention and the targets children are working on. The Provision map is reviewed at the end of each term and outcomes are evaluated at termly pupil progress meetings, with the support of the head teacher. Provision Maps are monitored by the SENCO.

If concerns remain, despite our best efforts, we will complete a My Support Plan. This is drawn up taking into account the views of the child, parents, SENCO and any specialist advice received. The My Support Plan is reviewed three times a year by the class teacher and parents with the support of the SENCO. At this meeting, the child's progress will be discussed along with what is working, and what is not working and what the next steps should be. The SENCO monitors the My Support Plans three times a year.

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents accordingly. These agencies normally include the Local Education Team including the educational psychologist, learning support team, Physical and Sensory Impairment Support Service team, speech therapist, behaviour support team, health and LA personnel. Any or all of these agencies may be involved in delivery or review of targets set in children's My Support Plans in order to ensure children make good progress.

Supporting pupils and families

Wiltshire Local Offer www.wiltshirelocaloffer.org.uk

The Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs or Disabilities (SEND). The website contains information about education, health, social care, preparing for adulthood and leisure.

SEN Information Report <http://kennetvalley.wilts.sch.uk/>

The school has a statutory requirement to provide a SEND Information Report. The SEN Information Report can be found on our website.

Wiltshire Parent Partnership Service www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership

Wiltshire Parent Partnership Service offers parents and carers free confidential and impartial information; with advice about their child's Special Educational Needs (SEN). They can help by listening to you and your concerns; advise what to do if you think your child has unrecognised Special Educational Needs; provide you with a range of impartial information and advice on (Special Educational Needs) SEN; identify additional services or organisations that may be able to help you; assist you with paperwork; and where appropriate, accompany you to meetings with other professionals.

Admission arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Curriculum and Standards Committee: April 2018
Review Date: April 2020



admission because of his or her creed, gender, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Transition

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from the nearby secondary schools usually visit us and specialist staff from the Learning Support Faculty maintain close liaison. If it is felt that the catchment school will not meet the needs of a particular child, the SENCO will establish links with the most appropriate school.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. At Kennet Valley Primary School, we will discuss medical conditions with parents and the school nurse and where appropriate a Care Plan will be drawn up. Training for staff will be put into place where necessary and refreshed annually.

Monitoring and evaluation of SEND

The policy will be evaluated as follows:

- An analysis of all teachers' planning by Subject Leaders and the Senior Leadership Team ensures that a differentiated approach is taken
- Outcomes identified on Support Plans are reviewed termly.
- Involving parents with individual outcomes set through discussing, receiving and having their views recorded
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the My Support Plan and are involved in their development;

Success criteria will be -

- Where appropriate planning reflects personalised outcomes ;
- Most children make progress against their Support Plan outcomes.
- All My Support Plans include recorded comments from parents, children, teachers, SENCO and where necessary outside agency involvement:

Training and resources

All schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount. Kennet Valley uses this funding to provide high quality, appropriate support from the whole of its budget.

Through the monitoring and evaluating of our provision, the SENCO, with the Head Teacher, will identify any particular professional development needs of the staff. This will, where appropriate, link closely to the school's improvement plan and performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Curriculum and Standards Committee: April 2018
Review Date: April 2020



and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEND provision.

The schools SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO regularly meets with SENCOs from cluster local schools to share good practice.

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

Roles and responsibilities

The role of the SEN Governor and Governing Body The governing body must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that Mrs Russell, the Head Teacher, has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the SEND Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information as set out in the SEND Code of Practice (2014)
- Report to parents on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus; including the name of the person responsible for coordinating SEND provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Improvement Plan and the school's selfevaluation process;
- The quality of SEND provision is continually monitored;
- The SEN policy is reported on in the school prospectus and children's progress is reported in the school profile.

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Curriculum and Standards Committee: April 2018
Review Date: April 2020



- It doesn't treat a child with a disability less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;

Role of the SENCO

- Co-ordinating provision for children with SEND, which is currently the responsibility of Mrs E Russell
- Advising on the graduated approach to providing SEND support;
- Liaising with parents of pupils with SEND;
- 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;
- Ensuring that the school keeps the records of all pupils with SEN up to date;
- Contributing to and, where necessary leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person.

Other Staff

The following staff fulfil roles relevant to the provision of SEND within the school as follows:

The Head Teacher is :

- The designated teacher with specific child safeguarding responsibilities;
- Designated person responsible for managing pupil premium grant and Looked After and Adopted Children;
- Responsible for managing the school's responsibility for meeting the medical needs of pupils.

Storing and managing information

SEND information concerning individual children is secure, in a filing cabinet, so all staff have access to the information needed. All staff know where to find the My Support Plans and Support Plans as well as individual files for children.

Reviewing the policy

This policy is reviewed by the SENCO and the SEN Governor annually. The next review will be April 2020

Accessibility

<http://kennetvalley.wilts.sch.uk>

Our Equalities Policy can be found on the schools website

Dealing with complaints

If parents have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and Head Teacher. Should the matter still

SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Curriculum and Standards Committee: April 2018
Review Date: April 2020



be unresolved the parents should contact the 'responsible person' on the governing body. If the complaint remains unresolved, the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and Secretary of State.

Bullying

<http://kennetvalley.wilts.sch.uk>

Our Anti-Bullying Policy can be found on the schools website.