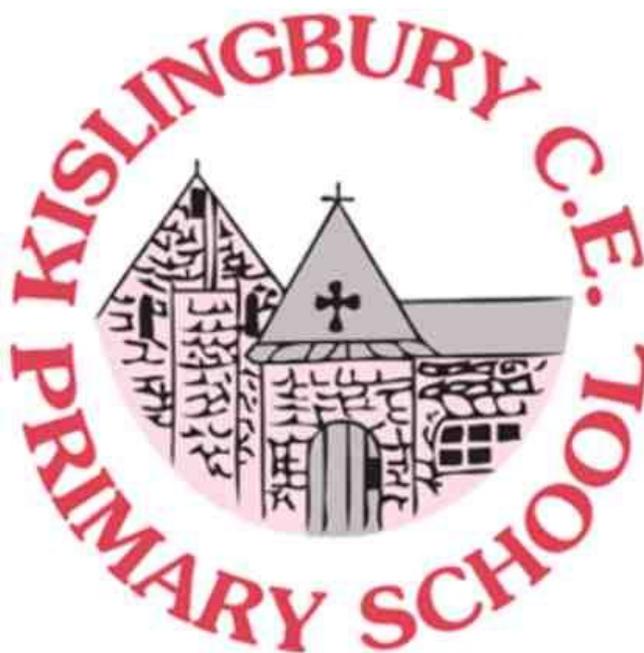


Kislingbury CE Primary School

Special Educational Needs Policy and Guidelines



Policy review committee	Pupils and Personnel Committee
Policy Last reviewed	October 2017
Policy review Schedule	Annually
Policy new review due	Autumn Term 2018

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Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

The SEN Information Report can be found as a separate document

1 Introduction

Kislingbury CE primary School has a named SENCO (Mrs Lucy Winrow) who has undertaken the Government SENCO qualification and a named Governor responsible for SEN (Mrs J Rowley). They ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

2 Our Mission

Kislingbury CE Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point when planning lessons and activities that ensure the specific needs of individuals and groups of children are met. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

This SEN policy details how, at Kislingbury CE Primary, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

3 Our Values

Here, at Kislingbury CE Primary, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We strive to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

All teachers use their best endeavours to secure special educational provision for pupils for whom this is required, providing learning opportunities that are 'additional to and different from' that provided within the differentiated curriculum.

We believe that a 'Special Educational Need' might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the

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gap in attainment between vulnerable groups of learners and others. English as an Additional Language (EAL) is not considered a Special Education Need and differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

We focus on individual progress as the main indicator of success.

4 Our aims

The aims of this policy and practice at Kislingbury CE Primary are:

- To provide curriculum access for all.
- ***To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.***
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

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5 Principles

5.1 SEN Defined

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. 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 setting in England.... Health care provision or social care provision, which educates or trains a child or young person is to be treated as special educational provision.

SEN Code Of Practice (2014)

5.2 Educational Inclusion

The school aims to offer excellence and choice to all children. It has high expectations of all children and recognises that they need to feel that they are a valued part of the school community.

Through appropriate curricular provision, we respect the fact that children:

- ***have different educational and behavioural needs and aspirations;***
- ***require different strategies for learning;***
- ***acquire, assimilate and communicate information at different rates;***
- ***need a range of different teaching approaches and experiences;***
- ***must have access to a broad and balanced curriculum appropriate to their needs.***

Teachers respond to children's needs by:

- ***providing support for children who need help with communication, language and literacy;***
- ***planning to develop children's understanding through the use of all available senses and experiences;***
- ***planning for children's full participation in learning, and in physical and practical activities;***
- ***helping children to manage their behaviour and to take part in learning effectively and safely;***
- ***helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.***

5.3 Educational Provision

"Special educational provision is educational or training provision that is **additional to** or **different from**" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

SEN Code Of Practice (2014)

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff. Class teachers and teaching assistants, in particular have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

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5.4 Identification and Assessment

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- * Provide starting points for the development of an appropriate curriculum.
- * Identify and focus attention on action to support the child within the class.
- * Use the assessment processes to identify any learning difficulties.
- * Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Early identification is vital. In instances where a class teacher has identified a possible special educational need in a pupil they are to inform the SENCO and they will work together to assess and monitor the children's progress in line with existing school practices. The class teacher and/or SENCO will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

5.5 Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

In order to help children with special educational needs, Kislingbury CE Primary will adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual.

6 Implementation

6.1 Stage 1 ~ Quality First Teaching

All learners will have access to well-differentiated quality first teaching.

Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

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All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed.
- Inform parents, LA, external agencies and Ofsted about resource deployment.
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

6.2 Stage 2 ~ Additional SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.

It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

6.3 Stage 3 ~ Statement of Special Educational Needs or Education Health and Care Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list and, in addition to this, will have an Annual Review of their statement/plan.

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Kislingbury CE Primary school will comply with all local arrangements and procedures when applying for

- High Needs Block Funding
- An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

6.4 Individual Education Plans

Where a pupil is identified as having a special educational need, and they have a Statement of Educational Need, and Educational, Health and Care Plan or are receiving significant additional support or advice from external agencies, a short-term Individual Education Plan (IEP) will be implemented.

Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our IEPs will be based on informed assessment and will include the input of outside agencies,
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.

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6.5 The use of outside agencies

An external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

6.6 Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

6.7 Headteacher

- The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system,
 - Maintenance and analysis of a whole-school provision map for vulnerable learners
 - Pupil progress meetings with individual teachers,
 - Regular meetings with the SENCO,

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- Discussions and consultations with pupils and parents.

6.8 The Role of the SENCO

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- supporting other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners.

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6.9 The role of the Class Teacher

Class Teachers will liaise with the SENCO to agree:

- which pupils in the class are vulnerable learners.
- which pupils are underachieving and need to have their additional interventions monitored on the 'vulnerable learners' provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional (this would include pupils with statements/EHC Plans).

Class Teachers will secure good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities.
- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support to maximise outcomes for **all** groups of vulnerable learners.

6.10 The role of the Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN Governor along with the Head Teacher ensures that all governors are aware of the school's SEN provision.

6.11 Allocation of resources

The SENCO and Head Teacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. The Head Teacher informs the governing body of how the funding allocated, to support special educational needs, has been employed.

6.12 Partnership with parents and Pupils

The school aims to work in partnership with parents and carers.

We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;

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- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the 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 areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of the Parent Partnership services.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

16.13 Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.