



KIMBOLTON ST JAMES' C OF E PRIMARY SCHOOL

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES (SEND) POLICY**

Date signed off by Full Governing Body:

Signed Adam Breakwell, Headteacher

Gill James, Kimbolton Chair of Governors

Date next review due:

Our vision is rooted in 1 Corinthians 16:13-14: 'Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.'

Kimbolton St James' C of E Primary School accepts the definition of Special Educational Needs, as set out in the Revised Code of Practice 2014.

Definition of Special Educational Needs

Children are identified as having SEND when their progress has slowed or stopped and their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them
- have an educational provision that is additional to, and different from, that which is provided to their same-age peers

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

The definition of disability in the Equality Act 2010 states: 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' The Governors and staff recognise their duties under the Equality Act 2010 and an Accessibility Plan is in place.

Definition of Inclusion

Kimbolton St James' C of E Primary School has a responsibility to provide a broad and balanced curriculum for all pupils and does so through setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment. Staff are responsible for ensuring that the guidelines on Special Educational Needs and Inclusion, as set out in the National Curriculum for all subjects, are taken into consideration in their planning, teaching and assessment.

School Philosophy on Special Educational Needs, Disability and Inclusion

The school endorses a policy of inclusive education, equality of rights and fair opportunities. No student will suffer discrimination because of perceived learning difficulties, behaviour, emotional responses, disability, race or gender.

All teachers in the school are teachers of pupils with Special Educational Needs. As such, Kimbolton St. James adopts a 'whole school approach' to special educational needs by setting suitable learning challenges and responding to pupils' diverse learning needs. The staff of the school are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. Inclusion is regarded as crucial to the policy and the school is committed to seeking to overcome potential barriers to learning and assessment for all pupils.

Persons Responsible

The Governing Body, with the Executive Head Teacher is responsible for determining the school's general policy and approach to provision for pupils with SEND.

Judy Thompson is the appointed Governor for SEND and takes a particular interest in, and closely monitors, the school's work on behalf of pupils with SEND.

The person coordinating the day-to-day provision of education for pupils with special educational needs is Mrs Charlotte Hyde (SENDCO)

The Role of the SENCO

The SEND Coordinator (SENDCO), in collaboration with the Executive Head Teacher and Governing Body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievements of pupils with SEND.

The key responsibilities of the SENCO include:

- keeping an up to date profile of SEND within the school
- overseeing the day to day operation of the school's SEND policy
- liaising with and advising fellow teachers
- supporting staff with identifying, implementing and reviewing interventions
- coordinating provision for pupils with SEND
- overseeing the records on all pupils with SEND
- keeping a register of pupils whose learning or behaviour is a cause for concern
- liaising with parents/carers of pupils with SEND
- contributing to the in-service training of staff in SEND
- liaising with external agencies including:
 - Speech and Language Therapy Service (SALT)
 - Child Development Centre (CDC)
 - Child and Adolescent Mental Health Service (CAMHS)
 - Occupational Therapy Service (OT)
 - Educational Psychologist Service (EPS)
 - Behavioural and Emotional Support Team (BST)

SEND Funding

SEND provision is funded largely from the school's overall budget and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the Local Authority on the basis of data submitted to them for their audit of SEND arrangements. Where a pupil needs additional funding outside of these arrangements, top-up funding can be applied for from the Local Authority. Children with an EHCP will often have funding allocated to them which is also paid directly to the school unless parents decide otherwise.

Admission/Transition Arrangements

The school has an Admissions Policy. This relates directly to the LEA policy on admissions. The policy is issued to parents/carers of incoming pupils. It can also be found on the school website.

No child will be refused admission solely on the grounds of their special educational need or disability.

The school endeavours to find out about incoming Year R pupils through liaison (including visits) with feeder nurseries and playgroups. The SENDCO and Early Years Foundation Stage (EYFS) staff make all possible efforts to ascertain information from the Child Development Centre (CDC) and other relevant professional bodies.

When pupils transfer to Kimbolton St. James from other schools, it is hoped that all relevant information will be forwarded. If not, the SENDCO will contact the previous school for further details.

During the summer term, staff and SENDCOs from Secondary schools visit Year 6 staff and pupils to be informed about the children transferring to their establishment. The SENDCO and Year 6 staff liaise closely with Secondary schools to ensure that SEND pupils receive additional transition support where necessary. All relevant SEND documentation is sent to Secondary schools following transition in September via the Herefordshire Anycomms secure online transfer system, along with paper copies where relevant. This is also the case for any children who leave the school to attend another primary school.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:

- Early Years Foundation Stage progress documentation
- Progress measured against the objectives from the National Curriculum
- Progress measured against interventions
- Observations of behavioural, emotional and social development
- An existing EHCP Assessments carried out by the school SENCO
- Assessments carried out by a specialist service, such as SALT, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCO and parent/carer, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through extra provision (interventions)

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles, resources and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the Revised Code of Practice 2014, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider

- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, additional support through extra provision will take place.

Providing a graduated response

When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy skills; presenting persistent EBD difficulties; having sensory or physical problems; or communication or interaction difficulties, the SENDCO will support teachers to identify specific provisions to help to target those needs. Support that is 'additional to and different to differentiation' will be provided in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Individual/small group interventions
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Provision of a specific teaching programme

If a pupil still does not make progress despite the school taking the action outlined, with parental permission, the SENDCO will complete a full SEN assessment of need or advice will be sought from the appropriate support services. The provision will be reviewed accordingly and if an additional need is identified, the pupil will be moved to SEND SUPPORT and placed on the school SEND register.

SEND support is characterised by the identification of a SEND need or involvement of external services, such as The Speech and Language Team, Educational Psychologists etc. A request for help from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents/carers. External agencies will usually see the pupil so that they can advise the SENDCO and class teachers on drawing up specific personalised provision. They advise on targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, and in some cases provide support for particular activities.

The trigger for children with SEND could be that, despite receiving personalised provision and/or concentrated support, the pupil:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

The School uses Child Provision Plans to record all provision which is additional to, or different from, the differentiated curriculum provision. This will include interventions planned which are reviewed at the end of a half-term or term. The class teachers and DCO use this information to ascertain progress made by SEND pupils and identify which interventions are working well and those which are not making a significant impact.

The class teacher and the SENCO review the provision as often as necessary. When progression is made, children will either carry on with the provision if it can continue to have an impact, or will be given a new provision or the provision will be removed as necessary. The views of each of the above adults and the pupil are taken into account, including that of progress and suggestions for further provision.

When the school seeks the help of external support services, the external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting personalised learning strategies advised for the pupil will be implemented, at least in part, in the classroom setting. Delivery of this personalised learning will remain the responsibility of the class teacher.

EHCPs and Top-up Funding

A request for an EHCP or Top-up Funding will be made if the pupil has demonstrated a significant cause for concern that has not been addressed through action at SEND support level. The procedure for a request for Statutory Assessment is as set out in the Revised 2014 Code of Practice. The procedure for a request for Top-up Funding is as per the Local Authority guidelines. In both cases parents/carers will be involved in the request and their views will be paramount in the application. Parents/carers have the right to request a Statutory Assessment for an EHCP themselves.

A request for Statutory Assessment or Top-Up Funding may result in an EHCP or funding for a specified period of time which will be used as set out in the request for funding.

Recording and Monitoring

The SENDCO, in line with the Revised Code of Practice 2014, keeps a register of those pupils who are classed as having SEND, are in receipt of top-Up Funding or have an EHCP in place. The SENCO along with the SEND Governor carries out monitoring of SEND provision. Provision is amended and/or developed following evaluation.

Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Specialist resources are accessed for children with an EHCP through submission to the Local Authority after specialist advice has been sought. Pupil Premium funding is allocated for the pupils on Free school meals (FSM) for whom specific support is needed.

Parental Involvement

We consider that our roles as teachers can only be successfully carried out in partnership with parents and carers. Parents'/carers' knowledge of their own children and their ambitions are essential parts within the graduated approach to SEND. We aim to see parents at least three times a year on a formal basis, but in most cases there is much more frequent contact, by phone, letter or arranged meeting.

All parents/carers of pupils with special educational needs should be treated as partners. They are encouraged to play an active role in their child's education, are kept informed of their child's entitlement within the SEND framework and have access to information, advice and support during any decision making that will affect their

child. If necessary parents/carers are advised to seek the support of the SEND Information, Advice and Support service (SENDIAS – Formerly named Parents Partnership Services) within the Local Authority.

All parents/carers of pupils with SEND are actively encouraged to communicate with the school to support their child's learning and to alert the school if they have any concerns about their child's learning or the provision.

Pupils' views are sought about the support and provision provided in school. They take an active part in their provision and their views are recorded as part of the statutory annual review process.

Regular liaison is maintained with the outside agencies involved with pupils with SEND and those with an EHCP. Parents/carers will always be informed when an external agency is being considered for advice or support for their child and will be contacted for permission before any outside agency is contacted.

Evaluating Success

The school policy will be kept under regular review and the success of SEND provision will be monitored using the following criteria:

- Pupils' awareness of their provision and achievements
- Pupils moving towards age related literacy and numeracy levels
- Raising of National Curriculum levels further than levels on intake might suggest (Value Added)
- Achievement of targets as set in interventions
- Movement of pupils off interventions or off the SEND register
- Increased participation by pupils with SEND in all aspects of school life
- Satisfaction felt by parents/carers, pupils, governors and teachers in the general progress and confidence of these pupils

Staff Development

It is the policy of the school that all teachers and teaching assistants have the opportunity to further their own learning through continuing professional development. The SENDCO is responsible for staff training on the Revised Code of Practice 2014 and Special Needs within school and works to ensure that new staff and ECTs feel confident working with pupils with special needs and are informed of school procedures.

Complaints

We aim for a close working partnership with parents/carers and, if parents/carers are anxious about any aspect of their child's education, they can approach the school. Informal complaints can be discussed with the class teacher. Formal complaints can be discussed with the SENDCO and/or the Executive Head Teacher in the hope that a satisfactory resolution can be found. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.