KINGS MEADOW PRIMARY



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Aims

At Kings Meadow Primary School we believe that every teacher is a teacher of every child –including those with special educational needs and/or disabilities. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. At Kings Meadow we strive to raise the aspirations and expectations for all children with SEND, providing a focus on outcomes.

We believe in providing every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Objectives

The objectives of our policy are:

- to work within the guidance provided in the SEND Code of Practice (2014);
- to maximise outcomes for children with SEND and their families;
- to plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- to involve children and parents/carers in the identification and review of the targets set for individual children;
- to work in close partnership with parents/carers of children who have special educational needs;
- to ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities;
- to work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

Definition of Special Educational Needs & Disabilities

A child or young person has Special Educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at
(a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).
Children 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.
The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas.

These areas are:

- **Communication and Interaction**

This covers difficulty with different aspects of speech, language or social communication.

- **Cognition and Learning**

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

- **Sensory and/or physical needs.**

This area includes children with sensory, multi-sensory and or physical needs and difficulties.

(SEND Code of Practice, 2014. P97)

Definition of Special Educational Provision

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

Identification of Special Educational Needs

Pupil Progress Meetings are held each term. Here, the class teacher meets with the Headteacher and Inclusion Leader (SENDCo) to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

a) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

c) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.

d) Through (b) and (c) it can be determined which provision the child will need going forward.

e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

f) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

If a child has been identified as having a special educational need, action will be taken to remove barriers to learning and effective special educational provision will be put into place.

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support. The 'pathway' to SEND support can be found in the appendices section. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the SENDCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

- **Plan**

Planning will involve consultation between the teacher, SENDCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

- **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCO will provide strategic support during this stage.

- **Review**

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENDCO will revise the type and level of support and, if necessary, the cycle will begin again.

Our support for children with SEND follows the Graduated Response:

Quality First Teaching

All lessons offer the challenge and support necessary for each child to learn and teachers will ensure that they provide Quality First Teaching for all pupils. This may mean making reasonable adjustments to their teaching and/or classroom environment to enable pupils to access and participate in the curriculum. This may be differentiation of tasks, questions asked and support given. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet the learning needs of pupils. Grouping arrangements are organised flexibly with opportunities for both ability and mixed groupings to maximise learning opportunities for all.

Quality First Teaching Plus

Further adaptations may be needed to ensure that children make progress. This may be further differentiation, extra practice of a specific skill, a booster programme or increased adult support from a teacher or teaching assistant.

A range of interventions are used to ensure pupils with SEND are able to access the curriculum. The SENDCO will have involvement in coordinating additional and different provision within the school to enable the child to learn more effectively. Staff will work closely to devise a learning programme, based on assessment, which outlines specific measurable targets and strategies to meet them. The child's progress will be closely monitored and targets will be reviewed regularly.

SEN Support

For those children whose progress continues to cause concern, the school may seek parental consent to request support from outside agencies (e.g. Educational Psychology, Sefton Special Educational Needs and Inclusion Service, School Nurse, Speech and Language or Occupational Therapist). The class teacher, based on the advice they receive from outside agencies, will implement advice on new targets and fresh strategies.

If a child still continues to make limited progress; despite this level of support, and has severe, complex and lifelong needs, a SEND Support plan will be written and shared with parents. Children who have an EHCP (Education Health Care Plan) or access 1:1 support through High Needs Funding, will also receive a SEND Support Plan. The plan will include detailed targets and will be reviewed with parents on a termly basis.

Roles and Responsibilities

- **Headteacher**

The Headteacher (**Mrs Sandie Lineton**) is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND and/or disabilities. The Headteacher will give responsibility to the SENDCO and class/subject teachers, but is still responsible for ensuring that your child's needs are met.
- Ensuring that the SENDCO is able to influence strategic decisions about SEND;
- Putting in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);
- Ensuring a process is in place for involving parents and children in reviewing provision and planning for pupils identified with SEND.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

- **Inclusion Leader (SENCO) Role**

At Kings Meadow Primary, the SENCO is **Miss Karen O'Brien**.
The SENDCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- overseeing day to day operation of the SEND policy;
- managing class and individual SEND records;
- regularly updating the SEND register;
- coordinating provision for children with SEND;
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- liaising with the Headteacher in her role as the primary designated teacher, where a Looked after Child has SEND;
- advising on graduated approach to SEND Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEND;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- ensuring that SEND records are up to date; contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

- **Class Teachers**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.
Teachers should have high aspirations for every pupil. With advice and support from the SENDCO, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENCO.
Teachers must involve parents and pupils in planning and reviewing the progress of SEND children. The views and aspirations of parents and children should be sought and regular updates on progress provided.

All staff can access:

- the Kings Meadow Primary School SEND Policy;
- guidance on identification of SEN(D) in the Code of Practice;
- information on individual pupil's Special Educational Needs and/or Disabilities, including outside agency reports and recommendations, assessment data and copies of a child's SEND support plan;
- practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- information available through Sefton's Local Offer at http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

- **Governors**

At Kings Meadow Primary, the SEND Link Governor is **Mrs Janette Hutchings**.
The governing body of a voluntary controlled school must ensure that:

- the necessary provision is made for any child who has special educational needs; where the SENDCO, the Headteacher or the appropriate governor has been informed by the LA
- that if a child has special educational needs, those needs are made known to all who are likely to teach them;
- teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- parents/carers are notified of a decision by the school that SEND provision is being made for their child;
- the Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the headteacher;
- the SEND Policy is published on the school website;
- a qualified teacher is designated as SENDCO;
- arrangements are in place to support children with medical conditions;
- information regarding the arrangements for the admission of disabled children is published, including the steps taken to prevent disabled children being treated less favourably that others, the facilities provided to assist access of disabled children, and their accessibility plans
- the name of the person responsible for co-ordinating SEND provision is published in the school prospectus.

The Governors of Kings Meadow Primary School are responsible for entrusting the Headteacher; Mrs Sandie Lineton, to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEN policy and all other statutory policies as defined by the DfE.

Supporting pupils and families

At Kings Meadow Primary, we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- continuing social and academic progress of children with SEND;
- personal and academic targets are set and met effectively.

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- discussions with the class teacher;
- liaison with the Pastoral Team;
- parents evenings;
- discussions with the SENDCO or other professionals;
- SEND Support Plan process. Parents are encouraged to comment on their child's SEND support plan with possible suggestions that could be incorporated.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

Supporting pupils with medical needs

At Kings Meadow we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).
If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEN(D) Code of Practice.

The success of SEND provision and interventions for children on the SEND register are recorded on a SEND Support Plan, which is updated on a termly basis. This helps to identify whether provision is effective.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent questionnaire, informal discussion and through meetings with parents.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate. The SENDCO regularly attends relevant SEND courses, network meetings and family SEND meetings, disseminating relevant information to staff and the Headteacher.

Funding

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual child's needs. Requests for funding resources are made to the SENDCO or Headteacher who then scrutinise such requests. Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement. The school then makes recommendations to the Local Authority, but it is a panel of professionals appointed by the Local Authority who make such allocations.

Complaints

Kings Meadow Primary school values its relationship with parents, carers and the local community. School staff are happy to receive suggestions and comments on what goes on within school, and this can help to identify areas of success and where improvements can be made. Individuals may also, however, want to raise concerns and it is important that anyone who does so is treated seriously and fairly. It is in everyone's interest that complaints are resolved at the earliest possible stage. Every effort should be made to resolve the matter informally. Most enquiries and concerns can be dealt with by the class teacher, SENDCO or the Headteacher without needing to resort to a formal procedure. If it is not possible to resolve the matter informally the person raising the concern may decide to pursue a formal complaint. The Headteacher will be able to advise on the procedure for formal complaint.

Date of Review
This policy will be reviewed in September 2024.

K.O'Brien