

# Kings' Forest Primary School

<b>Policy Name</b>	<b><i>Special Educational Needs</i></b>
<b>Author/Responsible Person</b>	<b><i>H Porter – Headteacher</i></b>
<b>Date of Ratification</b>	<b><i>Jan 2021</i></b>
<b>Review Group</b>	<b><i>FGB (Full Governing Body)</i></b>
<b>Ratification Group</b>	<b><i>FGB</i></b>
<b>Review Frequency</b>	<b><i>Every 2 years</i></b> <b><i>Subject to local education authority and/or national policy change</i></b>
<b>Review Date</b>	<b><i>March 2023</i></b>
<b>Previous Review Amendments/Notes</b>	
<b>Related Policies</b>	<b><i>Good Behaviour Policy</i></b> <b><i>Child Protection &amp; Safeguarding</i></b> <b><i>Disability Equality Plan</i></b> <b><i>Medical Needs Policy</i></b>
<b>Chair of Governors Signature</b>	

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>	SEN	<b>DATE:</b>	Jan 2021
<b>EIA CARRIED OUT BY:</b>	H. Porter	<b>EIA APPROVED BY:</b>	H. Porter

### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
<b>Gender reassignment</b> (transsexual)		
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		X
<b>Sex</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

## **Distribution List**

- **Full Governing Body**
  - Ratification at Full Governing Body
  - Review is the responsibility of the Curriculum Committee
  
- **Internal**
  - Kings' Forest Primary School Web Site
  - Staff Meeting
  
- **Paper Copies**
  - Staff Room
  - Head teachers office
  - Front Office
  
- **Internet Copies**
  - Kings' Forest Primary School Web Site [www.kingsforstschoo.co.uk](http://www.kingsforstschoo.co.uk)

## 1. INTRODUCTION

1.1. At Kings' Forest Primary School, we pride ourselves on treating every child as an individual. We provide an inclusive broad and balanced curriculum for all children; responding to children's diverse learning needs and overcoming potential barriers to learning. We strongly believe that every teacher is a teacher of every child, including those with SEND. This policy reflects the changes to the SEND Code of Practice 0-25 guidance 2015.

## 2. AIMS

2.1 Kings' Forest Primary School is an inclusive school and all children are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviours. Our aim is to ensure that the needs of pupils with SEND are accurately identified and effectively met so that all pupils are able to achieve well and develop well both as individuals and as members of the community. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

2.2 We believe that:

- \* All children should be valued equally
- \* All pupils can learn and make progress
- \* All teachers are teachers of children with Special Educational Needs (SEND)

## 3. OBJECTIVES

3.1 Our objectives are:

- \* To identify, at the earliest opportunity, children with special educational needs and/or additional needs.
- \* To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- \* To work within the guidance provided in the SEND Code of Practice 2015.
- \* To ensure that every aspect of a child's development is taken into consideration and provided for, within a whole school inclusive ethos.
- \* To include the views of the child when planning appropriate support.

\* To actively engage and support children through every teacher being a teacher of every child, including those with SEND.

\* An appropriately qualified and/or experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld.

\* To provide support and advice and to facilitate training for all staff working with pupils with SEND.

\* To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.

- 3.2 Kings' Forest Primary school staff and governors aim to provide an inclusive, broad and balanced curriculum for all children; which includes setting suitable learning challenges, responding to pupils' diverse learning needs through the identification of need and by overcoming potential barriers to learning following a graduated approach to provision.
- 3.3 The Governing Body and teaching staff endeavour to ensure that the necessary provision is made for any pupil who has special educational needs and that any identified needs will be made known to all who support them, including parents and carers.
- 3.4 We are committed to provide a happy, secure and stimulating learning environment that is accessible to all, where children are motivated to learn, are valued as individuals and are enriched by an experience that enables them to thrive in tomorrow's world.

#### 4. DEFINITION OF SEND

- 4.1 In line with the Code of Practice Chapter 6 (Appendix 4) we identify pupils as having SEN if they do not make adequate progress having received all the interventions/adjustments and good quality personalised teaching (Quality First Teaching) approaches.

"....A pupil has SEN where 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...."  
(Code of Practice 2015 Chapter 6:6.15)

#### 5. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

- 5.1 Children's needs may be categorised into four broad areas, these include:

- \* Communication and Interaction
- \* Cognition and Learning

- \* Social, Emotional and Mental Health
- \* Sensory and/or Physical

5.2 These four categories broadly identify the aspects of SEND needs for pupils at our school, however we also recognise other barriers to learning which may not solely be SEND and may include:

- \* Disability
- \* Attendance
- \* Punctuality
- \* Under-achievement
- \* Health and Welfare
- \* English as an additional language (EAL)
- \* Being in receipt of Pupil Premium
- \* Being a looked after/adopted child
- \* Being a child or a serviceman/woman
- \* Being a child who has a family member in prison
- \* Unexplained behaviour difficulties

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

## 6. A GRADUATED APPROACH TO SEND SUPPORT

6.1 **Assess** – a clear understanding of a child's needs is a critical precondition in planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite quality first teaching. Information that may be drawn upon includes:

- \* Teachers' observations, assessments and experience of a pupil within class and outside of class;
- \* SENCO observations;
- \* Pupil progress and attainment;
- \* Engagement towards learning and learning behaviours;
- \* Individual's development in comparison to their peers;
- \* Views and experience of parents;

\* Pupil's own views;

\* Advice and observation from external support services, such as the Educational Psychologist, School Health Nurse, Speech and Language support etc.

We recognise that the graduated response is an on-going process which incorporates a holistic view of the child. Always acknowledging their strengths and interests, as well as their challenges and differences.

6.2 **Plan** – once the need for SEND support has been identified the code is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place (Quality First Teaching).

We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas through regular meetings throughout the year. The "SEN Pupil Passport" aids this process, alongside collaboration with parents and pupils this enables clear targets and outcomes for the child to be identified which support their need.

At this point advice and actions may be sought and followed from various outside agencies as required, following concerns raised.

In addition to the above, the process of planning for short and long term outcomes for a child with an Education Health Care Plan (EHCP) will take account of the statutory requirements included within their EHCP.

6.3 **Do** – in line with the code of practice, Kings' Forest firmly believe that the class teacher is at the centre of the day to day responsibility for working with all pupils, including those with identified SEND. It is imperative that the teacher works closely with all adults involved with children with any additional intervention or 1:1 provision and any involvement with outside agencies. The class teacher has the responsibility to ensure that the pupil's needs are planned for and that targets and outcomes are aspirational and achievable. The teacher is responsible for assessing the impact of additional support and/or targets interventions. The SENCO will have a clear overview of additional support and provision and will ultimately have the responsibility for advising next steps and any additional support required.

6.4 **Review** – teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally.

All teachers will consider the following when discussing the progress of pupils identified with SEND:

- \* Have the pupils met their expected targets/outcomes?
- \* Are the pupils on track to meet their end of year/key stage target?
- \* Is there an improvement in the previous rate of progress?
- \* Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?

## **7. WORKING IN PARTNERSHIPS WITH PARENTS AND CHILDREN**

7.1 Kings' Forest Primary School believes that a close working partnership with parents is vital in order to ensure:

- (a) Early and accurate identification and assessment of SEND, leading to the correct intervention and provision.
- (b) Continuing social and academic progress of all pupils with SEND.
- (c) Personal and academic targets are set and met efficiently.

7.2 We operate an open door policy and parents can request to see class teachers, the Assistant Head, the SENCO and the Headteacher at any time to discuss concerns regarding their child's education.

7.3 Parents are invited to attend meetings with external agencies regarding their child, should assessments indicate that a pupil has additional learning needs. Parents will be kept up to date on recommendations made and any points of action drawn up in regard to the provision for their child.

7.4 Pupil voice is gathered both formally (through the EHCP annual review process and a pupil's SEN passport) and informally through quality first teaching; discussion, observation and engagement.

## **8. MANAGING PUPIL'S NEEDS ON THE SEND REGISTER**

8.1 There are two clear ways in which a child with SEND might have their needs categorised, either through receiving SEND support or through an EHCP.

8.2 Children with an "EHCP" have their needs outlined and protected in law by the local authority, those children categorised as receiving "SEND support" will be met through in-house arrangements according to personalised, specific needs (refer to the "Assess" section on the Graduated Approach to SEND support).

8.3 A SEND register of children who are identified as in need of additional SEND support is kept and updated at least three times a year, often following data analysis and Pupil Progress Meetings (PPM's).

8.4 Using the "Assess, Plan, Do Review" process, provision will be made for the emerging needs of each child on the register; using the skills and expertise of the Class Teacher, Teaching Assistants, SENCO and experience and expertise

across the whole school. If, following this review and assessment process, the child does not appear to be making progress or reaching outcomes, the school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and to the referral.

- 8.5 Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.
- 8.6 If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register and thus receiving SEN support.
- 8.7 There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances (e.g. SAFeh, referral to Family Support Worker).
- 8.8 The level of provision decided is based upon individual needs in consultation with the teachers, parents, the child and appropriate professionals.
- 8.9 If it is felt that we are unable to fully meet the needs of a child, within the current context, we will:
- \* Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs.
  - \* Carefully track and monitor support progress and attainment.
  - \* Liaise with other settings to develop support for a child.
  - \* Request a Statutory Needs Assessment in order to put in place an EHCP.
  - \* Work closely as an alliance to maximise expertise and resources.
  - \* Involve pupils, parents and carers throughout this process, at all stages.
- 8.10 The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the School's Business Leader, Head Teacher and Governors.
- 8.11 The funding for pupils (who are eligible through their EHCP), is also tracked and monitored and reviewed annually, through the Annual Review process and then through the SEND case panel within the Local Authority (South Gloucestershire 0-25 team). The panel will then identify if an EHCP will require

any adjustment.

8.12 There are clear guidelines for the EHCP process through South Gloucestershire's Local Offer found on their website.

## 9. TRAINING AND RESOURCES

9.1 The training needs for all school staff may be identified in the following ways:

- \* Audit of staff expertise and training needs.
- \* Recognising specific needs for individual pupils and how staff can be trained to support that child.
- \* The SENCO attends regular training on updates in SEND issues/developments both nationally and locally.
- \* Elements of the school improvement development plan to be addressed through training.
- \* Attendance at SEN networks (e.g. NEXUS).
- \* Staff Appraisals and teaching observations.
- \* SEND Action Plan.
- \* Resources are purchased as and when they are required.
- \* Performance management/appraisal.

## 10. ROLES AND RESPONSIBILITIES

10.1 The SEND governor will offer support and challenge to the school. The SENCO will then report back to the Full Governing Body as requested.

10.2 The SENCO will co-ordinate provision for SEND pupils across the school; liaise with external agencies and the SEND governor. The SENCO will update their practice and disseminate information to all of the staff within the school.

10.3 The key responsibilities of the SENCO include:

- \* Overseeing the day to day operation of the school's SEND policy.
- \* Co-ordinating provision for pupils with SEND.
- \* Liaising with the relevant Designated Teacher where a Looked After pupil has SEND.
- \* Advising on the graduated response to providing SEND support.
- \* Advising on the deployment of the school's delegated budget and other resources to pupils' needs effectively.
- \* 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, 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.

- \* Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equalities Act (2010) with regards to reasonable adjustments and access arrangements.
- \* Ensuring the school keeps the records of all pupils with SEND up to date.

10.4 All Teaching Assistants have a line manager and undergo a process of Performance Management annually. Their role is to ensure that under the guidance of the class teacher, they are providing rich and varied learning opportunities and accessible environments for the children in their care; giving appropriate feedback on progress and future needs. In some cases, a teaching assistant may be allocated to an individual child.

10.5 Teaching Assistants are invited to attend and contribute to a child's Annual Review process and/or SEND passports.

## **11. RESPONSIBILITY FOR THE CO-ORDINATION OF SEND PROVISION AT KINGS' FOREST**

11.1 The person responsible for overseeing the provision for pupils with SEND is Headteacher, Helen Porter.

11.2 The person co-ordinating the strategic day to day provision of education for pupils with SEND is the SENCO: Lucy Grabham.

11.3 The SEND Governor is Carol Warrant.

## **12. ADMISSION ARRANGEMENTS**

12.1 The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND and those with Education, Health and Care plans and those without.

## **13. STORING AND MANAGING INFORMATION**

13.1 All documentation linked to children on the SEND register is securely stored with access only to the school SENCO, members of SLT and Class Teachers. Documents relation to the SEN needs of a child are passed to new schools during the transition of pupils and copies are held on file for the period of time advised. Any documentation no longer required is passed to confidential waste and disposed of.

## **14. DEALING WITH COMPLAINTS**

14.1 Positive home school relationships are essential in supporting a child's needs. Concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made, this needs to be in accordance with our schools Complaints Policy and Local

Authority processes.

## 15. REVIEWING THE POLICY.

15.1 The SEND policy will be reviewed on an annual basis by the Senior Leadership Team (SLT), alongside the Governing Body and ratified accordingly.

15.2 This policy is in conjunction with the school's Equal Opportunities (gender, age, race, sexual orientation, religion and belief and disability), Child Protection and SEND Code of Practice (2015) and the school's Disability Equality Plans.

15.3 The SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- \* Equality Act 2010 (advice for schools DfE Feb 2013);
- \* SEND Code of Practice 0-25 (January 2015);
- \* Schools SEND Information Report Regulations (2015);
- \* Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- \* The National Curriculum in England Key Stage 1 & 2 framework document Sept 2013;
- \* Safeguarding Policy;
- \* Accessibility Plan;
- \* Teachers Standards 2012.

15.4 The school also refers to South Gloucestershire Guidance on Pastoral Support Programmes and South Gloucestershire's Local Offer.

**Signed** .....  
(Chair of Governors)

**Date** .....