



# Special Educational Needs Policy

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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Mission statement      “Making a World of Difference”**

*The Kingsway School community is everyone involved with our school - children, parents, teachers, non-teaching staff, governors and the wider community. We value achievement and recognise that we all have an important part to play in making Kingsway a happy and successful school.*

*We are an Inclusive School and provide a broad and balanced curriculum.*

*We are committed to valuing every pupil, acknowledging their strengths and needs. We work to overcome potential barriers to learning, responding to diverse needs and setting appropriate learning challenges.*

### **1. Aims and objectives**

#### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

*We strive to provide what all our children deserve: the best possible education. We work together to meet the needs of all our children. We give praise and encouragement and recognise each other's achievements and encourage and welcome the participation of parents/carers in all aspects of school life.*

#### **Aims**

*As a school community we work to ensure that our children:*

- Feel safe, happy and enjoy learning.
- Are respected and valued.
- Have access to a wide and varied curriculum.
- Are offered the full range of activities in our school.
- Enjoy living a healthy lifestyle.
- Develop skills for life.
- Achieve their potential.

#### **Objectives**

- **Identify the needs of pupils with SEN as early as possible.**  
Gather information from:  
Parents and Carers  
Education  
Health and Care Services  
External agencies.  
Feeder schools or Early Years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils**  
The Headteacher, SENCO, teachers and Support Staff will continually monitor

pupils with SEN to ensure that they are given the appropriate support to enable them to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**

This will be co-ordinated by the School SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupils' needs are catered for.

- **Working in partnership with parents/carers**

We strongly believe in working in partnership with parents and carers to gain a better understanding of their child, involving them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually and as required on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

- **Work with and in support of outside agencies**

When deemed appropriate and in consultation with the parents and carer, outside agencies will support the pupils' needs when they cannot be met by the school alone.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**

The Headteacher and SENCO support *Class Teachers and Teaching Assistants* to carefully monitor the progress of their pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *including SEAL, (Social and emotional Aspects of Learning), Class and School Council and Investors in Pupils.*

### **Kingsway School's facilities, partnerships and links**

- *Sensory room*
- *SBAP – Schools Behaviour and Attendance Partnership.*
- *Fountaindale – The use of the Interactive Sensory Room.*
- *SureStart – access support*
- *Speech and Language Support – visiting Speech Therapists.*
- *School Staff Teaching Assistants trained in Autism, Speech and Language.*

We are an Achievement for All Lead School and have the Investors in Pupils and Stephen Lawrence Awards.

## 2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is **Kate Burns Headteacher**
- The person co-ordinating the day to day provision of education for pupils with SEN is **Carole Turner (SENCO)**

## 3. Arrangements for coordinating SEN provision

The *SENCO* holds details of all *SEN Support records such as provision maps, IEPs, Child Friendly IEPs, structured conversations and subject targets* for individual pupils. A SEND folder contains individual children's information which is updated regularly by staff.

### All staff can access:

- *The Kingsway SEN Policy;*
- A copy of the full SEN Register and other school documents used for tracking each individual pupil and cohort.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information folders on staffroom on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. 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.

*The Lamb Inquiry (2009) and the DfE (2011) make it clear that good SEN policies should, as well as being short and clear, be developed in collaboration with parents. There is also an increasing interest in making policies and SEN provision arrangements clear to pupils. A SEN policy should be aimed at a range of audiences not just teachers and school support staff, but this might be achieved through the provision of summary information for particular groups.*

## **4. Admission arrangements**

*Please refer to our Admissions Policy which is on our School Website.*

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

*We have strong links with our feeder comprehensive school. Our Year 5 and Year 6 Classes regularly visit Kirkby College to access curriculum events. The SENCO liaises regularly with Kingsway Staff and transition workshops, activities and appointments support the children's smooth transfer from Year 6 to Year 7.*

## **5. Specialist SEN provision**

We have a Teaching Support Team who are very experienced and trained in supporting children with Special Educational Needs and Disabilities. We have a specialist teaching assistant who can read braille and work with visually impaired pupils.

*Kingsway Primary School has 40 pupils with SEN.*

All our staff work with children to provide SEN provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion *including our involvement in specialist programmes to aid inclusion* see section **10**.

## **6. Facilities for pupils with SEN**

As a school we comply with all relevant accessibility requirements.

- Acoustic provision in some classrooms.
- Disability access - also toilet facilities, changing and car parking.
- Support for visually impaired pupils.
- Lift
- Access to the curriculum and assistance during assessments if requested.

## **7. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-

agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources are allocated to support pupils re:

- Staffing
- Interventions
- Training - Continuous Professional Development
- Resources

Decision making is by the Headteacher, SENCO, Governors, Staff supported by the Finance Officer.

Additional funding allocation

Pupil Premium Allocation – Free School Meals,

## **8. Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at start of policy

### **A graduated approach:**

#### ***Quality First Teaching***

- a) 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.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- c) 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.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will require.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) 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.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

#### ***SEN Support***

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan

- Do
- Review

This is an ongoing 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 our 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. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; 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 /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.



The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting the Parent Partnership Service on:

**0115 948 2888**

#### ***Education, Health and Care Plans [EHC Plan]***

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

**Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.**

Our School Curriculum is reviewed annually ensuring that all children have access to a broad and balanced curriculum.

## **School Provision Map**

### **As a school we:**

- Ensure that staff are fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports, teacher feedback and parental information.
- Provide regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Make sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Ensure that any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The *Headteacher* oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Headteacher and Senior Management Team *to* ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub *and the SBAP*.

**Pupils at Kingsway Primary School have equal access to all curricular and extra-curricular activities so that all our children have an equal opportunity to succeed.**

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through 'Time to Talk', Parents' Meetings and Parents' Evenings, Questionnaires and Parental Partnership.

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

At Kingsway we have many different ways of gathering information to evaluate the success of our SEN provision. We have a provision management approach, involving the mapping of SEN provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve.

The information gained from provision management is used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes

***There is an annual formal evaluation of the effectiveness of our school SEN provision and policy. The evaluation is carried out by the Headteacher, SENCo and SEN governor and information is gathered from different sources such as 'Time to Talk' teacher and staff progress meetings, pupil questionnaires, parents evenings, feedback and structured conversations.. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.***

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint, using the official Complaints Policy and Procedures.

## **13. In service training (CPD- Continuous Professional Development)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

- Individual training in response to need.
- Whole staff training and INSET
- Family of Schools Networks and Training
- Accessing training through different agencies.
- Termly SENCO Meetings
- Midday Supervisors receive training in response to children who they help support at lunchtime.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates and signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues *and we have funding available to support this professional development*. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

We access support from outside agencies to aid the inclusion of pupils with SEN and to help families deal with the needs of their children at home through strong networking and partnerships. We identify need and plan a programme of support in partnership with parents/carers.

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of our SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Think Children
- SBAP – School Behaviour and Attendance Partnership
- Targeted Support
- PSED Team – Personal, Social and Emotional Team
- CAMHS – Children and Mental Health

## 15. Working in partnerships with parents

At Kingsway Primary School we believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

*We value our partnership with our parents and carers. We are always ready to listen and respond to any questions and concerns that parents and carers may have. We have process, procedures and established partnerships to support our children if and when required.*

Parents are kept up to date with their child's progress through *termly review meetings, informal 'Time to Talk, parents' Evenings and annual school written reports.*

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. *Our SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership Service where specific advice, guidance and support may be required.*

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor Kevin Hodgson may be contacted at any time in relation to SEN matters.

## 16. Links with other schools

Our school is a member of Achievement for All, the SBAP (Ashfield Schools Behaviour and Attendance partnership); This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Transition**

*We have a programme of transition for children with SEND moving to secondary education supported by a trained and experienced teaching assistant. Children moving within school to new classes every September have specially designed Transition Booklets to share with parents/carers. We liaise closely with nursery sessions prior to children starting in our Foundation Stage Unit (Reception).*

## 17. Links with other agencies and voluntary organisations

***Kingsway primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Headteacher/SENCO is the designated person responsible for liaising with the following:***

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service

- Specialist Outreach Services

*Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.*

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. *[Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.]*

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**Signed** \_\_\_\_\_ *[Name]* **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]* **(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed annually.**