

King David Primary School



SCHOOL POLICY

SEND Policy

Produced by KDPS

Date: October 2019

Review Date October 2020

SEND Policy (Oct 19- to be reviewed annually)

This policy is reviewed and updated in Oct 2020 in line with the new SEND Code of Practice (DFES, July 2014)

The new SEND Code of Practice can be found on the Department for Education's website at

www.gov.uk/government/publications/send-code-of-practice-0-to-25

A significant change arising from the new Code of Practice is the replacement of the current Statement of Special Educational Needs for those children with the most complex needs. This will be replaced with the new Educational Health Care Plan (EHCP).

This document is a statement of aims, principles and strategies for provision of children with Special Educational Needs and Disabilities at King David Primary School.

Purpose of the policy

The SEN policy should be read in conjunction with the Policy for Teaching and Learning, the Disability and Equality Policy, the Accessibility Policy and the Behaviour Policy as these form an integral statement of principles underpinning the work of the school. This document provides a framework for the identification and provision for children with special educational needs and disabilities.

Definition of Special Educational Needs and Disabilities

The Special educational needs and disability code of practice (DFES, July 2014) states that '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 him or her.' A child has a learning disability or difficulty if he or she 'has a significantly greater difficulty in learning than the majority of others the same age.' A disability would hinder a child from accessing activities and learning that others of the same age could.

SEND framework

SEN support - A pupil will receive a graduated intervention approach. King David Primary School will identify needs and involve parents in deciding outcomes and planning provision. The SENCo will seek expertise at whatever point is needed.

Education, Health Care Plan (EHC) – Children who have significant special educational needs or disabilities will undergo an EHC assessment. This will lead to an EHC Plan (formally a *Statement of SEN*). This will look at the child's needs in education, health and care. This will be a personalised legal document which ensures the collaborative work of multiple agencies.

Statement of aims and entitlement

We believe that every child is entitled to full access to the Foundation Stage and National Curriculum, including children who are especially gifted as well as those who have particular difficulties.

The objectives of the school's Special Educational Needs and Disabilities (SEND) Policy are to ensure that each child achieves his or her full potential. We aim to identify special needs at the earliest opportunity and consider partnership with parents and guardians to be important at all times. We will take account of the views of all relevant agencies and the views of the child.

We are committed to increasing the extent to which disabled pupils and adults can participate within school life and plan continual improvements to the school's provision for pupils with special educational needs through the Accessibility Plan.

Admissions

The school welcomes all children, including those with special educational needs and disabilities. We aim to be fully inclusive. Children with SEND are admitted to school under the same arrangements as all other children, in accordance with the school's admissions policy.

Complaints

The school has a Complaints Procedure in place. Any complaints connected to SEND should firstly be referred to the class teacher, then SENCo and Head teacher.

Working in partnership with parents

Under the new legislation there is a requirement for Local Authorities to publish a local offer which sets out a range of additional services and provision across education, health, social care and across the public, voluntary and independent sectors. This details information about what is available to support families both with and without an EHC plan. This can be found on our SEND section of the school's website .At King David Primary School the SENCo will help parents and pupils with SEND to identify appropriate provision. This is all outlined in our Local Offer .This is also available on the SEND section of the school's website.

SENCo roles and responsibilities

- To be the person responsible for SEND as defined within the Code of Practice
- To ensure that resources are available, monitored and updated
- To ensure guidance, training and support is given to all staff
- To ensure that progress of all pupils is monitored throughout their schooling and that the changing needs of children is adapted to appropriately
- To arrange with outside agencies for liaison

- Ensuring that the governors are informed and kept updated of any SEND issues. .
- Mrs Sue Fagleman is the governor with specific responsibility for SEND children and will meet regularly with the SENCo. She will in turn ensure that the whole governing body are aware of the new Code of Practice, deployment of funding, equipment and personnel.
- Ensure that all teachers are the teachers of children with special educational needs and disabilities. They should all work towards the school's aims by providing challenging and stimulating programmes of study designed to enable all children to reach the highest standards of personal achievement. They should recognise and be constantly aware of the needs of individual children, according to ability and aptitude.

Reviewing the policy

The school's SEND policy is a working document which will be reviewed and updated on an annual basis. The effectiveness of our policy will be evaluated by the SEND governor and Curriculum Governors. They may consider that the policy is achieving its aims if:

- the children are happy and integrating well
- their views are being taken into consideration
- they are achieving their full potential
- there is a constructive partnership between home and school
- there is a positive attitude in school towards children with SEND
- the policy is being adhered to consistently
- the school's SEND resources are being allocated effectively
- the school's SEND resources are adequate and appropriate
- there is early identification of children using assessment and monitoring procedures

Identification, Assessment, Provision and Review

In the term before children start school, they are invited to visit their new class; to meet the other children, class teacher and teaching assistants. There are opportunities for parents to talk about their children and share any concerns they may have. Details of any medical problems or disability, which may affect children's learning, are recorded on admissions forms when the children start school. During the summer term of the Reception year, the class teacher completes the Foundation Stage Profile for all children in the Reception year group. This gives information from which individual needs can be identified and targets set. At the end of the Foundation Stage all children are assessed against the Early Learning Goals to identify any early issues.

Parents are always welcome to make appointments to speak to class teachers if they have any concerns about their children. In addition, KS1 and KS2 have Parents' Evenings and all staff will make themselves to meet parents throughout the year if issues arise. Children transferring from other schools or starting school for the first time at a later date are carefully

assessed by the class teacher. This together with any information passed on to us is used to plan their special needs.

The progress of all children is monitored by the class teacher. Children work at different rates and have different preferred ways of learning. The class teacher will ensure that they are set differentiated tasks, allowing for consolidation, continuity and progression. Assessments will be a combination of continuous and staged assessments. Continuous assessments will involve observation and evaluation. All children are assessed half termly against targets previously set. These are National Objectives and children are assessed as Working Towards, Meeting or Exceeding. For certain children they may be working towards objectives set for Yrs. below. After each assessment school will follow Assess Plan Do Procedures to plan the next steps. All children, including SEND pupils, are set challenging and aspirational targets. We expect the very best from all our children. Class teachers will set small steps and targets to ensure progress is made by SEND pupils. All pupils, including SEND pupils, will be regularly monitored through termly Pupil Progress Meetings which are attended by the SENCo Class Teacher, Head of Year and the Head teacher.

Assessments

If a child is not making appropriate progress after at least 3 APDRs School may consider bringing in the advice from an Educational Psychologist

In this case many assessments are used including :-

Foundation Stage Profile

BPVS (British Picture Vocabulary Scale)

Continuous assessment

National Curriculum attainment levels

Neale Analysis

Salford Reading test

PHAB (Phonological Assessment Battery)

All reports and advice are taken seriously and school will make sure that all children will have access to the broadest curriculum possible, with additional support where necessary. This will take place within their own classroom unless there are particular reasons for withdrawal when certain interventions are considered to be more appropriate.

Interventions

King David Primary School offers a wealth of interventions :-

Rapid Maths Delivered by TAs

Rapid Reading Delivered by TAs

Rapid Phonics Delivered by TAs

Wellington Square Delivered by TAs

Life boat Delivered by TAs

Beating Dyslexia /Toe by Toe Delivered by SENCO

Alpha To Omega Delivered by SENCO

Spelling Made Easy Delivered by TAs
Reach Reading and Comprehension Intervention-Delivered by TAs

Working Memory Delivered by in house Qualified OT
A variety of Speech and Language Programmes delivered by our in house
Speech and Language Therapist

Numeracy
Plus 1 Delivered by TAs
Power of 2 Delivered by TAs
Multiplication Rules Delivered by TAs
Rapid Maths Delivered by TAs
Practical Activities for Children with Dyscalculia Delivered by TAs

Social Skills Group Delivered by TAs
Talk About Delivered by TAs
The Teodorescu Perceptuo-Motor Programme-Delivered by TAs
Narrative Therapy- delivered by TAS
Play Therapy delivered by our in house Play Therapist
SALT -In house qualified Speech and Language Therapist

Recording and Reviewing

. All Interventions that are taking place and those that are planned to take place the following term are recorded in our Provisional Plan. This is a working document available on our Teacher's Area and it changes on a regular basis according to need.

Every child who is identified as having SEN is placed on our SEN Register .Before this takes place all parents will have been involved at each stage.

Those children who receive interventions are given targets to achieve.

The TA /Teacher who is delivering the intervention will be aware of the APS of each child and what is expected at the end of the 10 week package.

All sessions are recorded and Targets are sent home to parents.

All children on the SEN Register will have more finely tuned targets in the form of Assess Plan Do Review Paperwork These are completed by the class teacher SENCO and sent home to parents .They are reviewed at the end of every term or before if needed . The TA timetable for SEND and allocated hours is managed by the SENCo.

Outside Agencies and Support

When a child is not making appropriate progress despite teacher differentiation TA support and Interventions .School with the agreement of parents will seek outside help and support in order for school to meet the needs of all our children.

This can take the form of :-

School Nurse

GPs

Manchester Behaviour Support
Educational Psychologists
CAMHS /HYM
SALT
SCATE
OT
Play Therapy
Cancer Support

There are links with resourced schools within the Manchester area and we routinely ask for help and assistance from :-

Camberwell Park –Resourced SEN School for EYFS

The Grange –ASD Resourced school which offers advice and in school support

King David Primary School has links with other services and organisations in Salford Bury and Manchester because of our wide catchment area e.g., Educational Psychologists, School Nurse, Speech and Language therapy Service, Physiotherapists, Occupational Therapists, Community Paediatrician, Clinical Psychologist, Children’s counsellor, CAMHS, Educational Welfare Office and Social Services.

SEND Inset

The school has an experienced staff offering a variety of specialist skills and knowledge in different curriculum areas. Outside agencies are invited in to share expertise and good practise.

Resources

Financial resources are allocated to the school as a result of a basic allocation and funding from Pupil Premium if a child is having FSM and is not meeting expectations. This funding is used to fund staffing, interventions materials and equipment.

There are many resources available in school, most of which are in use in the classrooms. Resources are continually replaced and updated. Resources currently include; Computer programmes e.g. Clicker 5, Word shark and Number shark, I Pads with a wealth of educational Apps ear defenders , stirex scissors, timers ,slanted boards .pencil grips fidget toys , commercially produced games and materials, , Time to Talk pack and games (Social Awareness), books, Numicon, resources Nesy computer resources for dyslexia.

Planning and Delivery

Planning is explicit for all pupils. Children are able to access the curriculum through Quality First teaching making sure that work is clearly differentiated and accessible to every single pupil. Work, targets, learning objectives and success criteria will all be differentiated effectively. Differentiation is delivered through a multifaceted approach and may include; working with an adult, another child, differentiated work, differentiated learning styles

and teaching styles.

Responsibilities of the class teacher:

The class teacher will fulfil the following roles which fall under planning, preparation and assessment for children:

- Identify each child's needs and skill levels and plan to match these needs to ensure progress
- Read the child's personal file and any associated reports
- Advise the parents or carers of any concerns
- Identify the changing needs of all pupils as they progress through school and address these changes quickly
- Produce a provision map which clearly states the support of specific pupils or groups of pupils on a weekly basis. The provision map should be updated on a termly basis and given to the SENCo.
- Liaise with the SENCo and ensure provision is linked to objectives / waves relating to the child
- Write behaviour plans and keep behaviour logs where necessary
- Display and provide visual timetables for all the class
- Provide reports for outside agencies, in liaison with the SENCo
- Monitor and assess progress and maintain appropriate records
- Provide risk assessments where necessary
- Ensure that delivery of the curriculum allows each child to experience success
- Produce differentiated targets to ensure progress
- Fulfil all duties required by the class teacher as defined by the Code of Practice
- Ensure a SEND friendly classroom is provide

Signed:

Head Teacher: _____ Date: _____

Sen Governor: _____ Date: _____

SENCO: _____ Date: _____