



SEND Policy

King David Primary School

Approved by:

Date of approval: November 2021

Date of review: November 2022

SEND Policy Nov 21- to be reviewed annually

This policy is reviewed and updated in Nov 22 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

King David will comply with the Special Educational Needs and Disability Code of Practice 0-25 yrs. Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29,34,35,66,67,68,69 and 100 of the Children and Families Act 2014

Definition of Special Educational Needs and Disabilities

'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.

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'

(SEND Code of Practice 2015).

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.

- to identify pupils with special educational needs and disabilities as early as possible
- to provide SEN support through a graduated approach
- to involve parents in deciding outcomes and planning provision
- to ensure all pupils take a full and active part in school life

King David's SENCO is Francine Epstein –she is contactable at f.epstein@kdprimary.com

Role of the SENCO

- have the National Award for Special Educational Needs Co-ordination or relevant experience.
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy.
- ensure all school personnel understand their responsibilities to children with SEND.
- work with the Head of School to oversee the day to day provision for pupils with SEND within the school including those with Education, Health and Care (EHC) plans.
- identify the barriers to learning and what SEND provision a pupil requires.
- provide advice and teaching strategies to teachers and support staff.
- inform parents/carers of their child's special educational needs.
- provide awareness of training opportunities for parents/carers.
- arrange meetings for parents/carers with relevant outside agencies.
- organise in-house and external support for a pupil with SEND and monitor this support.
- keep parents/carers up to date with the SEND provision for their child.
- ensure pupils with SEND have full access to the curriculum.
- ensure pupils with SEND are included in all school activities and events.
- ensure pupils with SEND take part in extra-curricular activities.
- arrange for TAs, where necessary, to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have.
- lead the development of SEND throughout the school.
- arrange training for school personnel and governors.
- prepare and keep up to date individual SEND Provision Plans.
- undertake classroom observations.
- ensure differentiated teaching methods are being used.
- track the progress of children with SEND.
- maintain records of all children with SEND.
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention.

- keep up to date with new developments and resources.
- make effective use of relevant research and information to improve this policy.
- liaise with parents/carers.
- organise annual reviews.
- meet with outside agencies.
- work with feeder or transition schools.
- provide information for the school SEND Information Report.
- termly report to the Governing Body on the success and development of SEND
- Seek expertise at whatever point is needed in the process of applying for an EHCP

Role of Teachers

Class teachers must:

- have high expectations of pupils with SEND.
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them.
- work closely with the SENCO.
- be well informed of the special needs, disabilities and medical conditions of the pupils that they teach.
- implement any advice and teaching strategies given by outside agencies and/or the SENCO.
- provide high quality teaching for all pupils.
- create and review APDRs for each pupil with SEND in their class.
- include pupils with SEND in all class activities, where appropriate.
- ensure their planning includes differentiation.
- set challenging targets.
- track and monitor the progress of all pupils.
- inform the SENCO of any identified barriers to learning and lack of progress of pupils.
- liaise with outside agencies, where appropriate.
- liaise with parents/carers of pupils with SEND to update them of the progress of their children.
- suggest ways that parents/carers can support their children at home.
- undertake appropriate training on induction.
- identify any additional training needs they require

Role of Teaching Assistants (TAs)

Teaching assistants will:

- work closely with the SENCO and class teachers.
- provide support for individual or groups of pupils with SEND.
- provide in-class and out-of-class booster sessions in English and Maths
- provide support for pupils through appropriate interventions according to need eg SPLD SALT Reading, Writing, Maths and social, emotional and mental health.
- assist in the preparation of lessons.
- monitor pupils' progress.
- provide feedback to teachers and the SENCO.
- attend meetings with teachers, parents and/or outside agencies, where appropriate.
- attend appropriate training.
- suggest training needs.

Role and Rights of Pupils

We encourage pupils with special educational needs and disabilities to

- understand their rights and to take part in:
- pupil voice activities.
- recognising their needs.
- setting learning targets.
- the annual review of their EHCP

Role and Rights of Parents/Carers

We encourage parents/carers:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils and pupils with a disability
- to be aware of their child's targets and their progress towards them.
- to take part in the review of SEND APDRs and Annual Reviews of EHCP

Role of the Nominated Governor

King David Primary School's SEN Governor is Susan Fagleman.

She will -

- work closely with the Head of School and the SENCO.
- ensure this policy and other linked policies are up to date.
- ensure that everyone connected with the school is aware of this policy.
- attend training related to this policy.
- report to the Governing Body every term.
- annually report to the Governing Body on the success and development of this policy.

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.

We have a duty to provide appropriate Special Educational Needs (SEN) provision for children and young people in order to meet their needs.

It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.' (SEND Code of Practice 2015)

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.

Graduated Approach

Assess

- Working with the SENCO and the child's parents/carers, an analysis of the child's needs will be undertaken by the class teacher when trying to identify what SEND support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress. This will be organised by the SENCO with the agreement of the parents/carers.

Plan

When it has been decided to provide SEND support, all parties will decide:

- the expected outcomes.
- what interventions and support is required?
- the expected impact on progress, development or behaviour.

on a review date.

- Plans will take into account the views of the child.
- Parents/carers will reinforce the provision by contributing to progress at home.

Do

- The SENCO and the practitioner oversee the implementation of the interventions as part of the agreed SEND support.
- The practitioner supported by the SENCO assess the child's response to the action taken.
- The SENCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the termly Pupil Progress Meetings between the SENCO SLT and class teacher. Outcomes are then discussed with parents/carers via reports, meetings, phone calls
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress. The views of the child are also obtained so that outcomes can be based on their thoughts and feelings.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.

- An Education, Health and Care needs assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that have been given.

- If a child has an Education, Health and Care plan a review must take place annually.
- Detailed records will be maintained by the SENCO which will be available to the child's parents/carers.

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with teachers and/or teaching assistants.

- out of class support either individually or in small groups with teachers and /or teaching assistants.
- SALT provision provided by in-house SALT and TAs

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence of pupil progress.
- evidence of outcomes and planned next steps.
- details of additional support or different provision made under SEND support.
- details of the involvement of specialists.
- evidence of involvement with parents/carers.
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided.

Inclusion

Every effort will be made to include pupils with SEND into all school activities.

Parents/carers are encouraged to contact the SENCo if they feel that their child will need extra support to be able to access extra-curricular activities.

Partnerships

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.

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

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

Early Help

Behaviour Support from Mead Hill

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

Rodney House

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.

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. They are in use in the classrooms and outside the classroom for one to one and group work. Resources are continually replaced and updated.

The latest resource is the addition of a Sensory Room.

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.

Training

All school personnel

- have equal chances of training, career development and promotion.
- receive training on this policy on induction which specifically covers:
 - the SEND Code of Practice
 - the graduated approach
 - inclusion
 - differentiation
 - pupil tracking
 - working with pupils with SEND
 - Safeguarding and Child Protection
- receive periodic training so that they are kept up to date with new information.

- receive equal opportunities training in order to improve their understanding of the Equality Act 2010 and its implications.
- Awareness training will be provided by the SENCO and by support teachers on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the SENCO, the head of school and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Signed:

Head Teacher: _____ Date: _____

Sen Governor: _____ Date: _____

SENCO: _____ Date: _____