



King David Primary School

SEND and Inclusion POLICY

Ready, Respectful, Safe

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SEND and Inclusion Policy

SENDCO: Mrs Deborah Taylor

SEND Governor: Mrs Susan Fagelman

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Intent

Here at King David Primary School, we pride ourselves in knowing each individual child and we celebrate their learning journey. We have high expectations of our children and of each other and offer a warm, friendly and engaging environment where children are safe, nurtured and happy. We have a dedicated team of staff who deliver high quality learning experiences, can personalise learning for individuals and aim to develop the whole child. At King David Primary School we have a graduated approach to Special Educational Needs and Disability (SEND), ensuring early identification of needs and a continuum of support for children so that they can make progress.

All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes and prepare them for the learning journey ahead. 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 child.

At King David we aim to:

- ✚ Identify at the earliest opportunity those children with special educational needs and/or additional needs.
- ✚ Provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- ✚ Work within the guidance provided in the SEND Code of Practice 2014.
- ✚ Ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- ✚ Heighten awareness that every teacher teaches every child, including those with SEND.
- ✚ Provide an appropriately qualified/experienced SENDCO to ensure that all the points in this policy are upheld.
- ✚ Provide support, advice and facilitate training for all staff working with pupils with SEND.
- ✚ Develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.
- ✚ To facilitate a regular and effective Assess, Plan, Do and Review cycle.

Implementation

Legislation and guidance

This Policy reflects the statutory requirements of the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities The Special Educational Needs and Disability Regulations

2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

The Code of Practice (2015) describes four broad categories of need:

Communication and interaction

Some children have difficulties with speech, language and interaction: Speech, Language and Communication Needs (SLCN)
Autistic Spectrum Condition (ASC)

Cognition and learning

Some children have difficulties with acquiring and retaining skills and knowledge and understanding concepts:
Moderate Learning Difficulties (MLD)
Specific Learning Difficulties such as dyslexia, dyscalculia. (SpLD)
Severe Learning Difficulties (SLD)
Complex Learning and Profound and Multiple Learning Difficulties (PMLD)

Social, mental and emotional health

Some children have difficulties which result in challenging or withdrawn behaviours:
Social Emotional and Mental Health (SEMH)
Attention Deficit and Hyperactivity Disorder (ADHD)
Attention Deficit Disorder (ADD)

Sensory/physical

Some children have sensory and/or physical impairments:
Visually Impaired (VI)
Hearing Impaired (HI)
Physical Disability (PD)

However, for any child with SEND, all the needs of the child will be considered and supported. The following are not SEND but may impact on progress and attainment:

Attendance
Punctuality
Health and Welfare

English as an additional language (EAL)
Being in receipt of Pupil Premium and Pupil Premium plus funding
Being a looked after child or a post adopted child
Being a child of a serviceman/woman
A child who has experienced Developmental Trauma

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

A Graduated Response to SEND: Every Teacher is a Teacher of SEND

- ✚ Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- ✚ High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- ✚ Additional interventions and support are essential components of Quality First Teaching.
- ✚ When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need (as stated in the SEND definition above), the child or young person will be placed on the SEND List so that they are able to make greater progress with SEND support, as opposed to accessing their learning through quality first teaching alone.

The school operates a **graduated response to SEND provision**:

Universal Provision: for all pupils who receive Quality First Teaching by all teaching staff.

On Watch Group: these pupils will receive targeted support in the classroom from their teachers in addition to classroom-based adaptations and differentiation.

SEND LIST: Interventions that also include support and advice from, and interaction with outside agencies. Including pupils with Education, Health and Care Plans.

The graduated response and **SEND List** are updated termly. They record individual diagnosis or area of need, and contain information regarding outside agencies that may be involved.

Pupils listed as '**On Watch**' are discussed at Pupil Progress Meetings and their progress is closely monitored by the SENDCO and the SLT. Classroom teachers, with the support of the SENDCO, provide strategies for in-class provision. The provision for this group is recorded by the teacher on class provision maps. Many of this group do not necessarily have SEND but their progress and attainment is 'a cause for concern'. If progress and attainment continue to be a concern, parents will be contacted and support increased alongside a move onto the SEND LIST. The highest category of need is represented by pupils who have an Education, Health and Care Plan (EHCP). These pupils require additional resources, provided either out of the school's own funding or via a combination of the school's funding plus 'top-up' funding provided by the Local Authority.

The SEND Support Cycle: Assess, Plan, Do and Review

Assess

A clear understanding of a child's needs is a critical precondition to 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 high quality teaching. Information that teachers may draw upon include;

- ✚ Teachers' assessment and experience of a pupil
- ✚ Pupil progress attainment and behaviour
- ✚ The individual's development in comparison to their peers
- ✚ The views and experience of parents
- ✚ Pupils' own views
- ✚ Advice from external support services

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.

Teachers will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum with the support of the SENDCO.

We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year. Advice will be sought and followed from various outside agencies as required.

In addition to the above, the process of planning for a child with an Education Health Care Plan (EHC) will take account of the statutory requirements from their EHC Plan.

Do

The teacher is at the centre of 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 group work, 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

Review

Teachers are continually reviewing the progress of all pupils daily through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. Teachers formally review the APDR documents termly. Each term is considered an APDR cycle and is statutory for all pupils on the SEND list. This includes all pupils with an EHCPlan.

Teachers consider the following when discussing the progress of pupils identified with SEND;

- ✚ Have the pupils met their expected outcomes?
- ✚ Are the pupils on track to meet their end of year/ key stage expectations?

- ✚ Is there an improvement in the previous rate of progress?
- ✚ Is the gap narrowing (attainment and progress) between pupils with SEND and other pupils?

The role of Parents/ Carers and Children in the graduated approach

In the new code of practice there is a stronger emphasis on improving the parent/carer voice and that of the SEND child. To facilitate this, three meetings annually will be organised for parents, carers and children to contribute to the plan, do and review process. This ensures that the needs of the child are truly reflected in the provision being provided by the school.

Managing pupil's needs on the SEND List

Under the new Code of Practice 0-25 2014, there are two ways in which a child with SEND might have their needs categorised; SEND Support or Education Health Care Plan (EHCP). The main difference between the two categories are that those with an EHCP have their statutory rights protected by law whereas those categorised as SEND support will be met through in house arrangements according to their personalised, specific needs.

A SEND List will be kept and updated at least three times a year, following data analysis and pupil progress meetings.

Using the assess, plan, do, review process teachers will try and provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to any referrals.

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND List. At this point, parents will be fully included in the planning process.

If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND list, then in consultation with the parents, an agreement will be made to remove the child from the list.

The level of provision decided upon is based upon individual need in consultation with the child, appropriate professionals, teachers and parents.

If we identify that we are unsure how to fully meet the needs of a child we will:

- ✚ Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs.
- ✚ Carefully track and monitor progress and attainment.
- ✚ Liaise with other settings to develop support for a child.
- ✚ Request a statutory assessment to put in place an EHCP.
- ✚ Involve parents and carers throughout this process.

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Senior Leadership Team (SLT).

For pupils eligible for funding through an EHCP, progress is tracked and monitored by the SENDCO and reviewed annually through the formal annual review process. The local authority panel will then assess whether the statement or EHCP requires any adjustments.

There are clear guidelines for the EHCP process.

Training and Resources

Training needs for school staff can be identified in the following ways:

- ✚ An audit of staff expertise and training needs is completed annually.
- ✚ Recognising specific needs for individual pupils and how staff can be trained to support a particular child is reviewed annually.
- ✚ The SENDCO provides regular training and SEND updates for all staff.
- ✚ Elements of the school improvement/development plan are addressed through training.
- ✚ Resources are purchased as and when they are required.

Roles and responsibilities

The **SENDCO** is Mrs Deborah Taylor.

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She will:

- ✚ Work with the Headteacher and SEND governor to determine the strategic development of the SEND and Inclusion policy and provision in the school.
- ✚ Have day-to-day responsibility for the operation of the SEND and Inclusion policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans.
- ✚ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- ✚ Advise on the graduated approach to providing SEND support.
- ✚ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- ✚ Be the point of contact for external agencies, especially the local authority and its support services.
- ✚ Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned.
- ✚ Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- ✚ Ensure the school keeps the records of all pupils with SEND up to date.

The **SEND governor** is Mrs Susan Fagelman

She will:

- ✚ Help to raise awareness of SEND issues at governing board meetings.
- ✚ Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- ✚ Work with the Headteacher and SENDCO to determine the strategic development of the SEND and Inclusion policy and provision in the school.

The **Headteacher** will:

- ✚ Work with the SENDCO and SEND governor to determine the strategic development of the SEND and Inclusion policy and provision in the school.
- ✚ Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers are responsible for:

- ✚ The progress and development of every pupil in their class.
- ✚ Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- ✚ Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- ✚ Ensuring they follow the SEND and Inclusion policy.
- ✚ Communicating regularly with parents/carers

Storing and Managing Information

All documentation linked to children on the SEND list is securely stored with access only to the school SENDCO and members of SLT. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is securely shredded.

Dealing with complaints

Positive home school relationships often mean that 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.