



# Kelbrook Primary School

## Policy for Special Educational Needs and Disabilities (SEND)

### INTRODUCTION

The school's SEND Co is Mrs T Townsend supported by Mrs A Dugdale (Headteacher)  
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This policy explains how Kelbrook Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010)

#### 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.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

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

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENDCo).

The SEND Information Report and School's Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. **The SEND Information Report and School's Contribution to the Local Offer is available from the school office and the school's website:**

[http://www.kelbrook.lancs.sch.uk/index.php?category\\_id=154](http://www.kelbrook.lancs.sch.uk/index.php?category_id=154)

Kelbrook Primary School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

### **POLICY AIMS:**

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to encourage a life-long enthusiasm for learning and mutual respect for people of all faiths and cultures.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

### **POLICY OBJECTIVES**

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods;
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress.
- Provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Policy;
- Provide support and advice for all staff working with special educational needs pupils;
- Develop partnerships with parents / carers in the education of their child and involve parents /carers and pupils in the review process;
- Produce an annual SEND Information Report.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that in school we identify pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a half termly basis and where appropriate, more frequently than this. The SENDCo reviews assessment information to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENDCo/Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at a standard significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services, the Inclusion and Disability Support Service (IDSS) or similar. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare

- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

### **THE GRADUATED APPROACH TO SEN SUPPORT: Assess - Plan - Do - Review**

The key principles:

- All class 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. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's Personal Plans and or Pupil Passports. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

|               | What   | Who  | How   |
|---------------|--|--|---|
| <b>ASSESS</b> | Initial Concern  | Parents / School   | Professional Dialogue<br>Discussions with Parents<br>Learning Walks<br>Pupil Progress Meetings  |
|               | Classroom adaptations and/or targeted support in class                   | Class teacher<br>Teaching Assistants                           | Examples may include:<br>Classroom Positioning<br>Organisations Aids (Task Ladder etc)<br>Coloured Overlays<br>Focus Group with CT/TA |
|               | Targeted and time-limited small group interventions                      | Teaching Assistants under the direction of the Class Teacher   | Usually in withdrawal for limited periods<br>Extra Provision is Recorded - this is known as 'Provision Mapping'                       |
|               | Further information gathered   | Parents / pupil / colleagues / SENCo                           | Professional Dialogue<br>Discussions with Parents   |
|               | Possible further adaptations and/or additional targeted support in class | Class teacher<br>Teaching Assistants<br>SENCo / Inclusion Lead |   |
|               | Observation and or additional assessments                                | SENCo  | Examples may include:<br>WRIT, YARC and/or BPVS etc   |



|             | What  | Who  | Notes  |
|-------------|---|--|--|
| <b>PLAN</b> | Parents informed of intention to make additional provision  | Class Teacher                                  | Meeting if possible<br>Telephone call  |
|             | Pupil added to SEN register   | SENDCo   |  |
|             | SEN Pupil Profile created   | Class teacher /<br>Parents / SENDCo /<br>Pupil | This is an overview of a pupil's additional needs  |
|             | Individual Personal Plans are written (usually*) with 1, 2 or 3 Specific, Measureable, Attainable, Realistic, Timed (SMART) targets | Class teacher with support from SENDCo.        | Parents are involved throughout the Individual Personal Plan process. They are encouraged to help pupils to meet their targets and are kept informed when targets are met and/or adjusted. |

\* For some children with additional needs, an IEP may not be necessary. This will be decided when the SEN Pupil Profile is written.

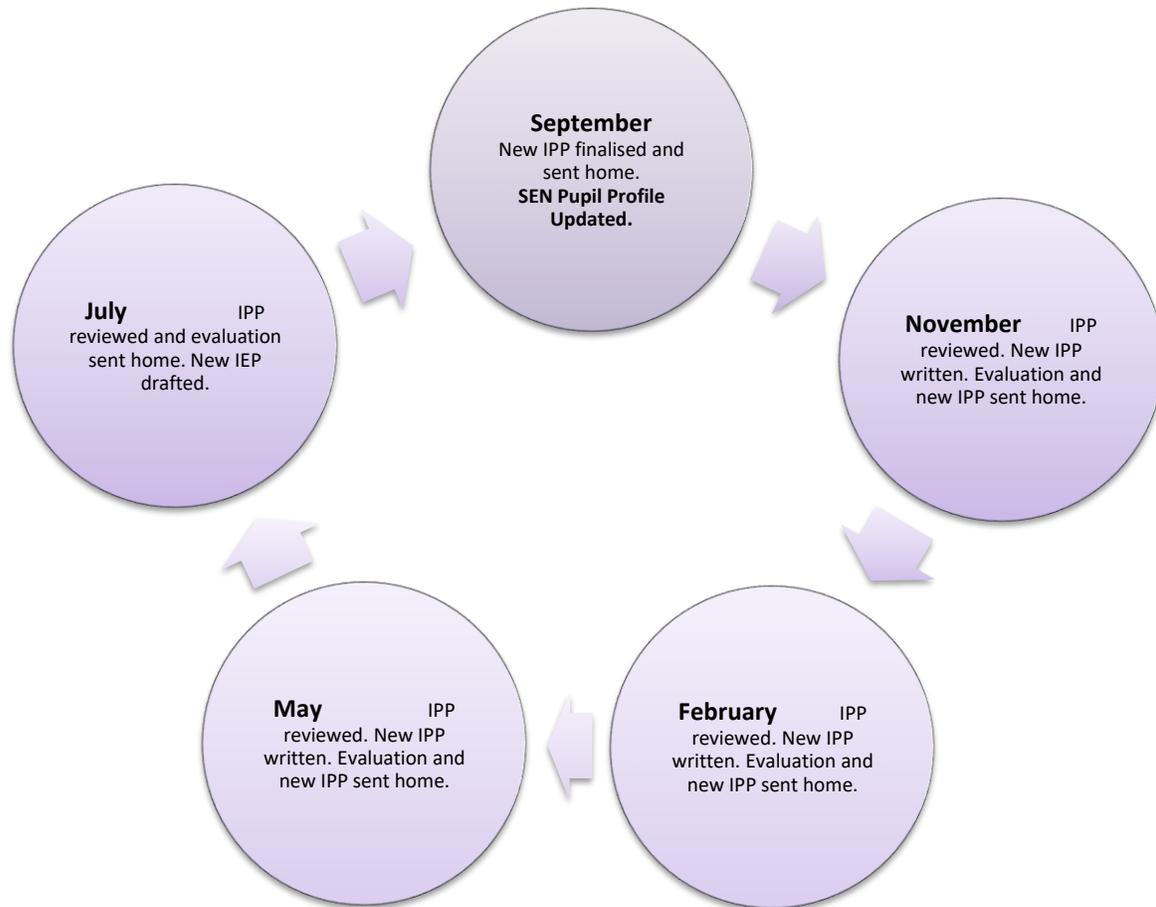
|           | What  | Who   | When  |
|-----------|---|---|---|
| <b>DO</b> | 1:1 teaching towards IPP targets  | Delivered by TA, supervised by Class Teacher                            | Little and often, as specified on the IEP                                   |
|           | Progress towards IPP targets monitored  | TA, supervised by Class Teacher. Pupils are involved in this process    | Weekly (Through the Weekly Monitoring Sheet). Checked by CT every 2-3 weeks |
|           | Revision of IPP targets   | Class Teacher   | As and when necessary (when targets met or adjusted)                        |
|           | Teachers and/or Teaching Assistants access Continuing Professional Development courses to enhance their understanding of a specific difficulty relating to a child in their class | Class Teachers (Need identified by CT, SENDCo and/or Senior Leadership) | When appropriate  |

|               | What  | Who  | Notes   |
|---------------|---|--|---|
| <b>REVIEW</b> | Full review of IPP 4 times per year (See below) | Class teacher (informed by weekly monitoring)  | Evaluations of IPPs sent home to parents.                   |
|               | SEN Pupil Profile updated annually              | Class teacher /<br>Parents / SENDCo /<br>Pupil | Significant changes mid-year will also result in an update. |

At any point in the Review Process, there are several possible outcomes:

|                           | Outcome  | Next Steps   | Notes   |
|---------------------------|--|--|---|
| <b>OUTCOMES OF REVIEW</b> | Progress is accelerated and provision needed to maintain this is commensurate with peers   | Needs can now be met through classroom differentiation, adaptations and/ or intervention<br>Removed from SEN register  | Professional dialogue between teachers and SENDCo and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made.<br>Evaluation shared and parents informed.   |
|                           | Progress is good but additional provision needs to continue  | New IPP written<br>Continue with cycle to next review  | Evaluation and new IPP shared with parents  |
|                           | Progress remains slow / inadequate despite the use of evidence based approaches and well matched interventions.  | With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals.                       | Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage. |
|                           | Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress | The school is unable to fully meet the needs of the pupil through its own provision arrangements*. School and parents/carers should consider applying for an EHCP. | Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.  |

## The IPP Cycle



## PROVISION AND PROVISION MAPPING

The provision which the school makes is fully detailed in the SEND Information Report and School's Local Offer which is available from the school office or on the website:

<http://www.kelbrook.lancs.sch.uk/>

- Provision for any pupil with an existing Statement of Special Educational Needs will be in accordance with their Statement. The Local Authority is in the process of converting Statements to Education, Health and Care Plans (EHC Plans). Parents of pupils with Statements can find more information about this at: [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENDCo. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENDCo to ensure that the effectiveness and efficiency of provision is maximised.
- Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF (Common Assessment Framework for children and young people) process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website: <http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>
- As a result of the CAF process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

## SUPPORTING PUPILS AND FAMILIES

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND) . This links back to the school's SEN Information Report and School's Local Offer, which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers are always welcome

to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;

- The school's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the school website;
- To support families and pupils, we will continue to update the information in the SEND section of our website and include links to other agencies;
- Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010;
- Pupils who have medical needs may require intervention and support from staff in school and will have a Healthcare Management Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in the front of the class register and further details will be held in a secure location in the school office;
- Some pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHC plan) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Provision will be made for these pupils in accordance with their EHC plan.
- The school's policy for supporting pupils with medical conditions can be obtained from the school office.

## **CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY**

- Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

## **MONITORING AND EVALUATION OF SEND**

- The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND;
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above);
- For pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;
- The SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision;
- The SENDCo liaises with the SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision;
- As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

## **TRAINING AND RESOURCES**

- The overall level of funding (the Notional Budget) for SEN is delegated to the school by the Local Authority and is identified in the school budget statement. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENDCo advises as necessary;
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited;

- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils;
- The school's SENDCo regularly attends the Local Authority's SENCo Cluster meetings in order to keep up to date with local and national updates in SEND;

## **ROLES AND RESPONSIBILITIES**

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Individual Education Plans (IPPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's IPP and focused in-class support whilst encouraging independence;

## **STORING AND MANAGING INFORMATION**

- Documents relating to children with SEND are stored in a locked cupboard in school and/or on an encrypted electronic storage device. Some documents, such as IPPs are held on the school's server in an area which can only be accessed by teachers. Records relating to children who have left are passed to the new school as soon as is practical.

## REVIEWING THE POLICY

- This policy will be reviewed on an annual basis. The process of review will involve the SENDCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:
  - The progress made by students with SEND at the school;
  - The success of the school at including students with SEND;
  - Any recommendations from Ofsted or the LA about improving practice;
  - Any factual changes, such as names of personnel.

## ACCESSIBILITY

- The school's accessibility plan is available from the school office;
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the SEN Information Report and School's Contribution to the Local Offer;
- School operates an Open Door policy so parents can contact the school office (01282 842 309) at any time throughout the day to arrange an appointment to see a member of staff. Teaching staff are available every morning before school and every afternoon immediately after school without prior appointment.

## DEALING WITH COMPLAINTS

- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENDCo.
- Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

## BULLYING

- The school's Anti-Bullying Policy is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the SEN Information Report and School's Local Offer on our web-site.

Signed: ..... (Headteacher)

Next Review Due: February 2020

Signed: ..... (Chair of Governors)

Date: .....

## Appendix

### List of personnel involved in SEND issues

| <b>NAME</b>            | <b>POSITION</b>   |
|------------------------|---|
| Mrs A Dugdale          | Headteacher   |
| Mrs T Townsend         | SENDCo  |
| Mrs T Nicholls         | SEND Governor   |
| Mr A Drummond- Burnett | Chair of Governors  |
| Mrs A Dugdale          | Assessment Co-ordinator   |
| Mrs A Dugdale          | Managing Medical Needs Responsibility                               |
| Mrs A Dugdale          | Designated Teacher with Specific Safeguarding Responsibility        |
| Mrs C Townson          | Deputy Designated Teacher with Specific Safeguarding Responsibility |
| Mrs A Dugdale          | Managing PPG/LAC funding Responsibility                             |