

Kingston St Mary Church of England Primary School



SEND Policy

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. The new Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different types of SEND. We recognise that every teacher is a teacher of special needs and the implementation of this policy is the responsibility of all staff.

The name and contact details of the SEND Co-ordinator (SENDCo):

Mrs Diane Canaku 01823 451353 Working Day: Tuesday

Names of Designated Teacher Safeguarding and SEN Governors, and contact details

Miss Kim Greenslade Head Teacher 01823 451353

Barbara Stokes Safeguarding and SEN Governor 01823 451353

Kirstie Lord SEN Governor 01823 451353

Key legislation which has been taken in to account

This policy was reviewed and updated in line with the revised Special Educational Needs and Disability Code of Practice 0-25 Guidance and Children and Families Act 2014 and takes into account the Equality Act 2010

School Mission Statement for SEND

At Kingston St Mary Church of England Primary School we are committed to creating a safe, caring and stimulating environment in which we nurture happy, confident and independent children with a desire for and enjoyment of learning. Through providing a creative and enriching curriculum we strive for all children to achieve their full academic, artistic, creative and physical potential

As a school we welcome every child and strive to help them to do the very best they can at school. Some children need additional help or support for a short period of time and a few children need a significant amount of help or support on a longer term basis to achieve their potential.

We ensure that no learners are discriminated against in line with the Equality Act 2010.

School Context

Kingston St Mary is a smaller than average-sized primary school situated in a rural location in a small village

NW of the town of Taunton. As a Church VC school we have a distinct Christian ethos and strong links with the Church. We serve the local village but many pupils come to the school from surrounding villages or the NW outskirts of Taunton itself.

Pupils are taught in four predominantly mixed age classes: for the year 2020-2021 these will be Reception, Years 1 and 2, Years 3 and 4, and Years 5 and 6. The proportion of pupils with special educational needs and/or disabilities is currently below the national average.

The aim of this policy is to identify procedures and inform practice to ensure:

- inclusive practice
- effective support for all pupils with special educational needs (SEND) across the spectrum of ability
- access to the full school curriculum for all children
- needs are identified and support provided as early as possible
- records of additional provision are maintained and progress recorded for each child on the SEND Register
- parents are included in decisions regarding their child
- pupils are consulted where appropriate

Identification of SEN (COP 6.14).

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The Code identifies four broad areas of need:

1. Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, mental and emotional health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging,

disruptive and disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Graduated response to SEN support (COP 6.71)

Children with special educational needs have learning difficulties that call for special provision to be made. Any child may have special needs at some time in their school lives. We recognise that there is a continuum of SEND and we deliver a graduated response in line with the Somerset Framework which begins with high quality inclusive teaching, incorporating a range of learning styles and appropriate learning objectives matched to the needs of the children. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum and includes seeking advice from external agencies when required, in order to help children to overcome their difficulties.

Assess

During their time in school, all children are assessed against nationally set criteria to check their progress across the curriculum. It is through this process that children who are not making expected progress are highlighted. In identifying a child as needing SEND support the class teacher and the SENDCo gather information in order to identify the pupil's needs and any barriers to learning. This may involve a classroom observation by the SENDCo and draws on the teacher's assessment and knowledge of the pupil, their previous progress and attainment, the views of both pupil and parents and, if relevant, advice from external support services. Where professionals are not already working with school staff parents may be asked to give permission for any necessary referrals to outside agencies to support their child's learning.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified and the child's needs recorded on the SEND Register. An Individual Learning Plan (ILP) is drawn up in collaboration with the parent and the pupil identifying the support and interventions to be put in place, as well as the expected impact on progress and learning outcomes. The ILP will be shared with all teachers and support staff who work with the pupil. As a school, we believe that parents have an important role in reinforcing or supporting the learning that is taking place in school.

Do

The class teacher remains responsible for working with the child on a daily basis and retains responsibility for the pupil even when the interventions involve group or one-to-one teaching away from the class. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's needs and with problem-solving effective ways of overcoming barriers to learning.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly. The class teacher, TA and SENDCo discuss and evaluate the progress and provision. The views of the pupil

and their parents are also sought and any changes to the support are decided in consultation with the parent and pupil.

The SEND Register process – placement on and exit criteria

If a child is identified as having a special educational need, according to the definition above, their name will be recorded on the SEND Register and parents formally notified. Their progress will be monitored regularly and the effectiveness of the support provided will be evaluated termly. If the child makes accelerated progress and it is felt that this is sustainable without SEND provision being made for them, parents, Class Teacher, SENDCo and any outside agencies involved will discuss whether the child's name should be removed from the register. The views of the child will also be taken into account. The child will then be monitored closely via the school's monitoring procedures to ensure they continue to thrive. Parents will be encouraged to be actively involved throughout the process. SEND records will be kept until the child leaves school and then passed on to the next setting.

EHC Plans

Where, despite the school having taken appropriate action to identify, assess and meet the special educational need of the child, the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment. Education Health Care Plan (EHCP) procedures are implemented in accordance with LA guidelines. The SENDCo will co-ordinate school advice submitted to the LA as part of the EHCP process. Children who are currently in receipt of High Needs Funding will be allocated a date by County when their case can be considered for conversion to an EHCP.

Participation of parents/carers

We recognise that parents play a central role in the education of their children. We operate an open door policy whereby children are encouraged to bring their parents or carers into school and share their achievements. In line with the requirements of the New Code of Practice, parents of children with additional needs will be invited to meet termly with the class teacher and SENDCo to review their child's Individual Learning Plan, celebrate their successes and discuss new targets. In addition, parents of children with Education and Health Care Plans or High Needs funding are invited to attend Annual Reviews alongside the professionals who have been supporting their child. Parents' views will also be sought prior to the school Consultation Meetings and they will be kept informed of any recommendations made. The SENDCo is regularly available to meet with parents should the need arise. As a school we take seriously any concerns raised by a parent.

Participation of pupils

The views of the pupils are regularly sought. All children complete a Pupil Profile in which they identify their strengths and areas of difficulty, together with how they like to be supported. In addition, children on the SEN Register have the opportunity each term to review their ILP targets and current provision and set new targets for the coming term.

Role of the Head Teacher and Senior Leadership Team

- The management of all aspects of the school's work, including provision for pupils with SEND

- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the School
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

Role of SEND Governor

- Meet regularly with SENDCo
- Reviews the SEND Policy
- Discusses provision for children on the SEND Register
- Have an overview of SEND provision that enables them to be assured that children's individual needs are being met
- Ensure legislation as set out in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' is being met.
- Discusses the allocation of the annual budget

Duties and responsibilities of all teachers (COP 6.15)

- Deliver high quality teaching for all pupils in their class.
- Include pupils with SEND in the classroom and provide an appropriately differentiated curriculum, seeking advice from the SENDCo when needed
- Monitor the progress of all pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Identify any pupils who are not making expected progress/meeting age-related expectations and implement appropriate provision, including removing barriers to learning.
- Give feedback to parents of pupils with SEND, both informally and formally, for example at Parents' Evenings.
- Make themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND

Role of SENDCo

- Oversee the day-to-day operation of this policy
- Ensure that an agreed, consistent approach is adopted
- Liaise with and advise other staff
- Help staff to identify pupils with SEND
- Carry out detailed assessments and observations of pupils with specific learning problems
- Co-ordinate the provision for pupils with SEND
- Support class teachers in devising strategies, drawing up Individual Learning Plans (ILPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND
- Liaise closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaise with outside agencies, to arrange meetings, and provide a link between these agencies, class teachers and parents
- Maintain the school's SEND register and records
- Assist in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information

- Contribute to the in-service training of staff
- Liaise with SENDCos in other schools, including pre-schools and secondary schools, to help provide a smooth transition from one school to another.

Role of SEND staff within school: TAs, HLTAs

- Support teachers in enabling children with SEND to have access to an appropriate curriculum
- Monitor and evaluate the children's responses to tasks and strategies giving regular feedback to teachers
- Deliver interventions to individuals and groups to close the gap for children experiencing difficulty, as advised by Class Teacher, SENDCo or outside agencies.
- Regularly undertake training for the interventions they deliver
- Help to prepare resources and adapt materials
- Encourage and promote independence in children
- Promote the inclusion of all children in all aspects of life at school.
- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.

Training and CPD

In order to maintain and develop the quality of teaching and to ensure that the provision meets the needs of all pupils, staff are encouraged to undertake training and development. Staff are audited on training needs and the required training is provided via a combination of in house training and courses provided by the local education authority. In addition, we use our connections with other local schools through the 'School to School' group to access shared training and to share good practice by visiting and learning from colleagues in other schools.

Staff Specialisms

Miss Katie Hannigan is our designated Emotional Literacy Support Assistant following training with the Educational Psychology Service. She can work with individual and groups of children to support them with a range of issues, including recognising and controlling feelings, self-esteem, managing anger, friendships and social skills.

Support for pupils with medical conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children 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. Children with a medical condition will have an Individual Healthcare Plan (IHP) which is drawn up in consultation with parents and medical professionals. There will be on-going close liaison with parents and relevant medical professionals to ensure that the child receives the appropriate support.

The school has a policy for Supporting Pupils at School with Medical Conditions

Accessibility Plan

The school is partly wheel-chair accessible and there are changing and accessible toilet facilities. All children, including those with SEND are encouraged and supported to be fully involved in all areas of school life. All clubs and school trips are open to them and individual arrangements are planned in advance to ensure they are able to participate.

The school is supported by the PIMS Team (Physical Impairment and Medical Support Team), who provide an allocated advisory teacher that we can call upon for advice and support for children with physical or medical needs.

Working with outside agencies, involving specialists

Outside agency and professional advice and training informs class teachers in adapting their teaching, equipment and classroom to meet individual needs. This advice can also help to form individual programmes of work for some children. We can access specialist service advice from Speech and Language therapists, physiotherapists and occupational therapists via the NHS Integrated Services. We can also refer children to The Child and Mental Health Service (CAMHS).

We receive support from the following Somerset Local Authority Services:

- Educational Psychology
- Learning Support Services
- Taunton Deane Partnership College (For support for children with Social, Emotional and Mental Health needs)
- Physical Impairment and Medical Support Team
- Hearing Impairment Team
- Visual Impairment Team
- Autism and Communication Advisory Service
- Special Educational Needs Assisted Technology Service (SENATAS)

Monitoring and evaluation of SEND

The Head Teacher and SENDCo continually monitor and evaluate the effectiveness of SEND provision throughout the school. The SENDCo produces a termly report for Governors, highlighting the progress of SEND initiatives and giving an overview of current SEND provision and practice. The SENDCo and SEND governors meet regularly to evaluate the breadth and impact of SEND provision and the progress made by the children. SEND issues are considered within the context of School Improvement Planning.

All children on the SEND Register have an Individual Learning Plan which is used to record progress by the staff who support the child. These plans are reviewed termly. In addition, the SENDCo attends the termly Pupil Progress meetings where Class Teachers discuss the support in place for children on the SEND register with the Head Teacher and evaluate the impact and effectiveness of the support. Visiting specialists are also encouraged to constructively criticise our SEND provision and we act upon their suggestions and advice wherever possible. Views of pupils and parents are regularly sought.

Admissions arrangements

There are no special admission arrangements for pupils with special educational needs and we follow the Somerset County Council LA's Policy of Inclusion which can be found at <http://www.somerset.gov.uk/policiesand-plans/policies/school-admissions-summaries/>

In the case of a pupil with an Education Health Care Plan, the L.A. has a responsibility to name the school the pupil should attend.

Funding

Within the school budget, funding is allocated in three ways:

Element 1 - Provision for All or Basic Entitlement

Focus groups, including age-appropriate interventions and booster groups come into this category.

Element 2 – created from Ever 6 (Pupil Premium) that is if a child has ever been eligible for Pupil Premium funding then the school will receive funds for them for a further 6 years. Element 2 also includes funding for children who experience financial deprivation according to the IDACI index, and/or have poor prior attainment.

Element 3 - High Needs funding (previously known as School Action Plus).

This is top up funding, above the £6000 that schools receive in the form of devolved budget. It can now only be applied for through the EHCP process.

Information storage and management

Documents relating to pupils on the SEND Register are kept in a locked cabinet in the SEND room. Additional records, including any child protection information, are kept securely in the Head Teacher's Office. SEND Data is also stored on SIMS. All records are confidential.

The SEND records will be passed on to a child's next setting when he or she leaves our school.

The school SEND information document: SCHOOL OFFER Available on the School Website:

[Kingston St Mary Primary School - School Offer \(Special Education Needs\)](#)

Comments and complaints procedures

Parents approach the class teacher and/or the Head teacher

The SENDCo is consulted

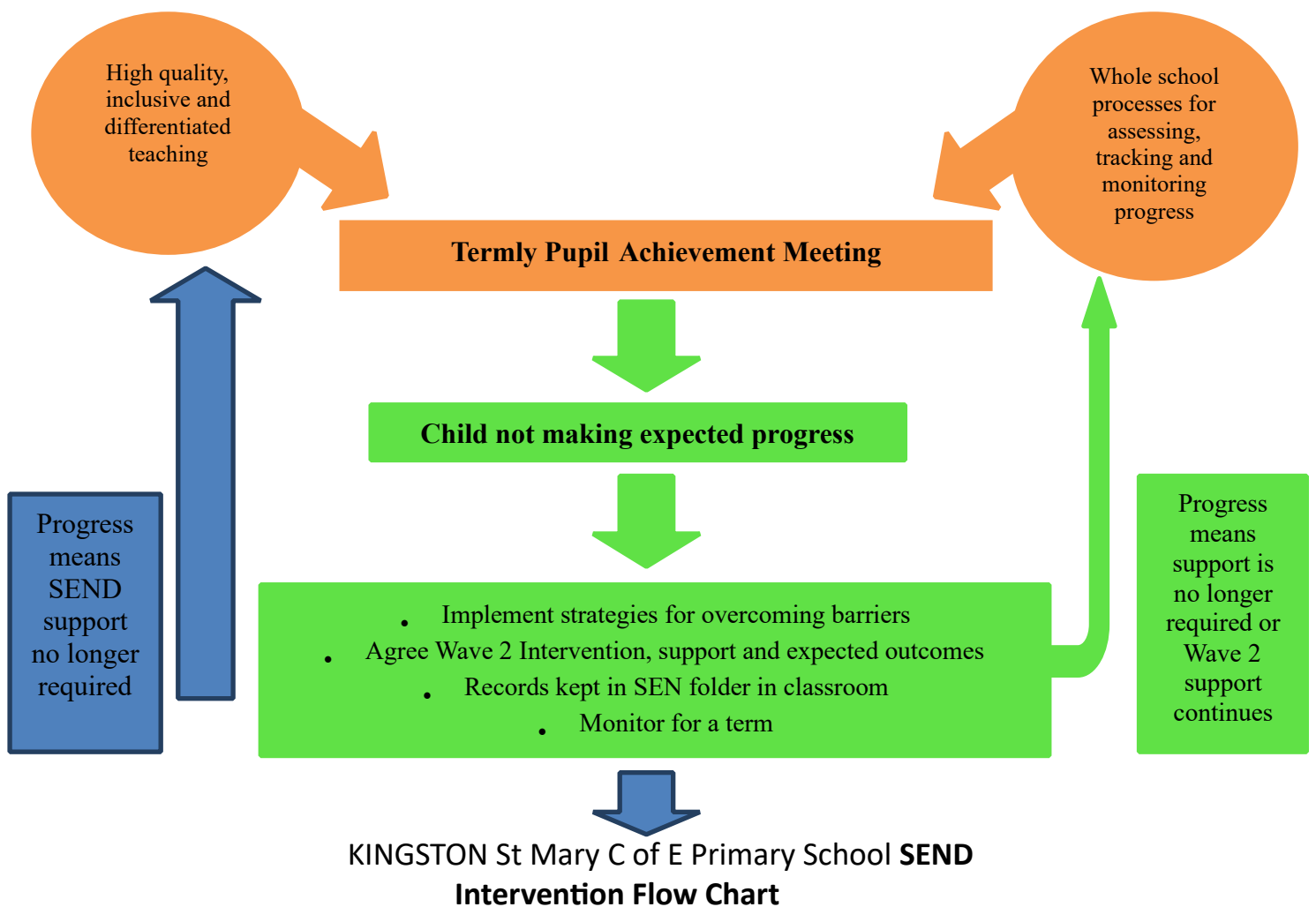
Unresolved issues will be considered at a yearly planning meeting, held at the school with the SENDCo, Headteacher and members of the Somerset Support Services' Special Educational Needs Multi-Professional Team.

Where issues remain unresolved the LA will be consulted.

Date of this document and date for review (annual)

Approved by governors: July 2024

This policy will be reviewed by governors on an annual basis.



- Impact of assessment along with views of parent, child and external agencies used to review overall impact of support.
- Revise plan termly in light of outcomes

SEND Criteria:

In order for a child to be placed on the Special Educational Needs & Disability (SEND) Register they must have a learning difficulty or physical disability that creates a barrier to their learning and means that without provision which is different from or additional to that normally available to their peers, they make significantly less progress than is expected.

- Draw on information from above, views of child, parent and external services.
- Assess against SEN criteria

1. Assess

Child not making expected progress

3. Do

- Implement plan
- Class teacher remains responsible for working with child on a daily basis and assessing the impact of the plan

4. Review 2. Plan

- Teacher, SENDCo, parent, child & external agencies agree interventions, support and expected outcomes
- Individual Learning Plan completed

