



The Federation of Kirkroyds Infant and Wooldale Junior School Additional Needs and Disability (SEND) Policy

Reviewed and updated in February 2016

Introduction

The Federation of Kirkroyds Infant and Wooldale School is committed to providing equality of opportunity in all aspects of school life for all pupils regardless of race, gender or disability. These principles are central to the Additional Needs policy, and are particularly relevant to pupils with additional needs. The staff and governors are dedicated to working together to enable our young children to become confident, happy and independent learners. We provide caring environments where every child is regarded as unique and special, and where each individual feels a valued part of the school community.

We recognise that at some point in any child's time at Kirkroyds or Wooldale he/she may require additional support to reach his/her potential. If this support cannot be provided by our experienced and highly qualified staff, then we will seek external specialist advice and support.

This policy is provided in accordance with the Children and Families Act 2014 and complies with the statutory requirements in the SEND Code of Practice 0 - 25 years 2014. It should be read in conjunction with the following guidance, information and policies:

- The school's SEN information on the school website (**Local Offer**)
- Equality, Diversity and Accessibility Policy and Action Plan
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015) and school's policy
- Safeguarding Policy
- Behaviour Policy
- Anti bullying Policy

Aims

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To ensure that all our pupils have equal access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs and abilities.
- To put in place effective learning programmes for all pupils.
- To ensure all pupils experience success.
- To ensure that all pupils feel secure and valued, and to encourage personal development and growth.

- To ensure that the expectation of progress for SEND pupils is the same as other children in school.
- To ensure early identification and assessment of additional needs.
- To inform and actively involve parents/carers in their children's education, and in the provision and evaluation of individual learning programmes.
- To ensure effective allocation and use of resources.
- To monitor procedures, practice and progress in the area of additional needs, and to evaluate provision regularly.
- To ensure all staff are aware of relevant issues, and to encourage staff development in the area of additional needs provision.
- To maintain effective links with outside agencies.

The Identification and Assessment of Additional Needs

Children are identified as having special educational needs if they do not make adequate progress through quality first teaching.

At Kirkroyds and Wooldale we aim to ensure that additional needs are identified as early as possible, while recognising that in the Reception year some children will need time to settle and adjust to school life. We also take into account developmental factors regarding our youngest children. Children's progress is assessed through our on-going formal and informal assessment procedures.

The Code specifies four broad areas of need:

- **Communication and Interaction (including Autism Spectrum Disorder)**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs.**

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' - these alone do not constitute SEN).

Curriculum Access

At Kirkroyds and Wooldale, the children with additional needs are supported largely within the normal provision made in the classroom. Teachers take account of IEPs in their short term planning and when planning group or individual activities. We aim to ensure that children with additional needs have full and equal access to the curriculum. This is achieved through differentiated tasks and activities, the deployment of support staff within the classroom, and where necessary the purchase of special equipment, materials or furniture. When necessary an individual learning programme is put in place.

Support staff may work with children in a small group or with individual children. At times, the child may be withdrawn from whole class sessions to work with an adult in a small group or one-to-one, either at a work-station or in a quiet area of the school.

A Graduated Whole School Approach to SEN Support

Class teachers are accountable for the progress and development of pupils and young people in their class. They oversee the work of any support staff in their lessons and liaise with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

The impact of the teaching on a child's learning is reviewed regularly through marking and formative assessment and at the end of a half term/ term through summative assessment. The progress of all children is assessed and teaching and differentiation is adapted to meet the needs of individuals and groups. All children, but particularly those at risk of underachieving, are discussed in depth at end of term pupil progress meetings. These are held between teachers and the head teacher. At these meetings the impact of teaching is discussed and adaptations and strategies to be put in place are suggested.

The school may decide, in collaboration with the parent/carer, to place a child on the SEN Register at **SEN Support**. This decision will be made following discussion between the class teacher and SENCo about the best way to meet a child's needs and the gaps/ barriers to learning he/she is experiencing. Information to support this discussion will come from a range of sources i.e. formative assessments, summative assessments, progress measures, observations and any specialist reports and assessments. Following this discussion parents are informed and next steps and strategies agreed.

Every child on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that those needs are met. If a child's needs are more complex, we will use a 'My Support Plan' to record need, outcomes, provision, resources and strategies in place.

Once it has been decided that a child requires SEN support the following process will take place:

Assess

- The **class teacher** will assess the barriers to learning or gaps in learning faced. This assessment will be based on his/her knowledge of the child along with accompanying evidence in books, assessments completed, from other members of staff, from parents and reports or assessments from outside agencies.

Plan

- The **class teacher** will plan interventions/ strategies designed to remove the barrier/ bridge the gap seeking advice and support from the **SENCo** and these will be recorded in an Individual Education Plan (IEP). The interventions/strategies may be delivered by the class TA, the special needs TA or at Wooldale the SENCo Assistant.

Do

- The **class teacher** will ensure that the planned intervention/strategies are delivered having regular discussions with the relevant TA and **SENCo** about their impact.

Review

- Following an identified period of time the impact of the intervention/strategy will be assessed and the information shared with parents and where appropriate the child. A further assessment of need will be carried out to determine whether the barrier/gap still exists. Should this be the case then further discussions will take place with regards to the next steps following the 'assess, plan, do, review' model.
- IEPs will be reviewed at least termly by the class teacher, parents, SENCO and Head Teacher, in consultation with relevant outside agencies.

Any planned additional interventions/strategies are recorded on the schools' provision maps. This shows any additional support received by a child. Examples of possible planned interventions/strategies:

- Gross motor and fine motor skills programmes
- Rapid Phonics/Maths
- Direct Phonics
- Numicon Intervention Programme
- Visual timetable (Autistic Spectrum Disorder)
- Narrative Groups
- Social Use of Language
- Word Wizard
- Language for Thinking and Talkabout for Children
- WaLLS or ALK Programmes (Dyslexia)
- Specific ICT software e.g. Dance Mat.

Education and Health Care Assessment of Need

Some children on the SEN Register may have more significant SEN, and therefore there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that the child is not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify and assess and meet their needs. If so a request can be made for an **Education and Health Care** (EHC) assessment of need. This will involve the child, parents/carers and all agencies involved with the child and may lead to the issuing of an **Education and Health Care Plan** (EHCP). The EHCP will bring together health and social care needs, as well as special educational needs and provision.

Children with an EHCP continue to be the responsibility of the class teacher and may access some further intervention or support within school. IEPs will continue to be completed and progress monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered. Reviews may also be called at any time at the request of parents. An additional change of phase review meeting is always held in Y2 at which, KS2 staff are invited and Year 5 and 6, at which KS3 staff are invited to attend.

Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about

whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. Decisions will be based on:

- the child's attainment and progress
- whether it is felt their needs can be met through appropriately differentiated learning following the high quality first teach
- whether there are felt to be barriers to learning/ gaps in learning which need an additional intervention/strategy

The needs of all children are monitored closely and if they require additional resources e.g. coloured overlays, laptop, writing slope, coloured paper to support their learning and progress, then these will continue to be provided.

Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's and believe that their knowledge of their child is invaluable in enabling the school to make appropriate educational provision.

Each child's parents are involved in all decisions regarding additional needs, and their wishes and feelings are taken into account at all stages. Parental consent is sought before a child is placed on the SEN Register, and IEPs are written and reviewed in consultation with parents.

Our 'Local Offer' is on our websites <http://kirkroyds.schooljotter2.com> and www.wooldalejunior.org.uk. There is also a link to the LA's Local Offer for information about wider services.

Supporting Pupils at School with Medical Conditions

At Kirkroyds and Wooldale we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some children and young people with physical and/or medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a Statement of SEN, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed. For specific information regarding supporting children with medical conditions in school, please see the policy on our website.

Monitoring and Evaluation of SEND provision

At Kirkroyds and Wooldale, teaching and learning is monitored and evaluated on a regular basis:

- By the teacher/TA following each lesson/learning opportunity
- By SLT through scrutinising planning and evaluating its impact on learning and progress in books
- By the Head Teacher/Deputy Head Teachers through formal lesson observations and informal 'drop ins' and through the analysis of end of term and end of year data
- By the Governing Body through the end of year data, termly feedback from the Head Teacher and governor visits

- Through feedback given by parents and children following questionnaires, formal and informal conversations

In each one of the above processes the progress, attainment and impact of provision for children with SEND is scrutinised and relevant changes made in order to have further impact.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

Records and Storage Procedures

The names of children identified as having additional needs are kept on a central register. Individual children's records are stored in year group order, along with the SEN register, in a locked filing cabinet in the PPA room (Kirkroyds) or the locked SEN room (Wooldale). A copy of records are also kept in the Head Teacher's office in a locked filing cabinet. Each class teacher has an SEN file in the classroom, containing copies of IEPs and assessment records, for children in her/his class.

NB When sharing information and documents between staff in school, pupils are identified by their initials, not their full names.

Resources

a) Funding for SEN

All schools receive an amount of money to support children with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget,' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

- Element 1 Core Educational Funding Mainstream per pupil funding (AWPU)
- Element 2 Schools Block Funding Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
- Element 3 High Needs Top Up Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

b) Workforce Development

An induction process is in place for all teachers and support staff to explain the systems and structures in place to support the needs of individual children. Any

training needs which are identified will be built into the school's CPD programme which all staff are encouraged to access. The SENCOs from each school regularly attend the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND, along with the Holme Valley School's Additional Needs Partnership meetings.

Pupil Participation

We encourage all children to be involved in their own learning and believe their voices should be heard. Staff discuss goals and targets with the children in simple terms. We encourage them to talk about their learning, their difficulties, and their achievements, to evaluate their learning and to be motivated to achieve goals set.

Links with other schools and with outside agencies

Good links have been established between the local preschool providers and Holmfirth High School. Head Teachers, SENCOs and class teachers liaise closely to ensure the smooth transfer of children with additional needs from pre-school to YR, from Y2 to Y3 and from Y6 to the High School.

We also have good links with Lydgate Special School and other primary schools in the Holme Valley.

We work closely with Kirklees Psychological Service, the Sensory Support Service, Children's Therapy Services and the school nurse.

We also forge links with other agencies and organisations when necessary to assist in meeting the specific needs of individual children.

Roles and Responsibilities

The Governing Body, in co-operation with the Head Teacher, agree the school's general policy and approach to provision for children with additional needs, establishing the appropriate staffing and funding arrangements, maintaining a general overview of the work of the school.

The Head Teacher reports information about SEND to the Governing Body each term. There is also a governor, who takes particular interest in SEND and liaises regularly with the Head Teacher, SENCOs and staff.

Governor for SEND: Mrs Fiona White

Contact Mrs White via either of the office email addresses below.

Provision for SEND provision in both schools is the overall responsibility of the Head Teacher. However, the Special Educational Needs Co-ordinators in both schools also have a responsibility to ensure that the provision for children with additional needs is appropriate and needs are being met.

The SENCO has responsibility for the day-to-day operation of the school's Additional Needs Policy and for co-ordinating provision for pupils with SEN. They also liaise with external agencies, parents, advise colleagues and oversee all SEN records, including Individual Education Plans (IEPs).

The Head Teacher and SENCOs meet on a regular basis to discuss the allocation of staff and resources; progress of the children with additional needs and whether their needs are being met and intervention programmes in place.

Contact details of staff responsible for SEND:

Kirkroyds: Mrs Wood and Mrs Armitage

01484 222482

office@kirkroyds.co.uk

Wooldale: Mrs Wood and Mrs Starrett (Mrs Starrett is undertaking the NASENCo Award, a national qualification.)

01484 222490

office.wooldalejunior.org.uk

Mrs. Wood, the Head Teacher is the Designated Senior Lead for Safeguarding and also the designated member of staff for Looked After Children.

Complaints regarding Additional Needs

Parental concerns regarding special educational needs should initially be made to the class teacher or Head Teacher, where it is expected most difficulties will be dealt with. If parents remain concerned the matter will be dealt with according to the School's and LA's Complaints Procedure.

If parents would like support when there is a disagreement with the school or LA, Kirklees Information Advice and Support Service (formerly Parent Partnership) can provide advice and the help of a mediator.

Accessibility-Statutory Responsibilities

We have an Accessibility Action Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. The school's accessibility plan is available on the website.

Bullying

At Kirkroyds and Wooldale we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils with additional needs. We do this through work in PSHCE and assemblies looking at self esteem, valuing oneself, developing the skills of assertiveness, valuing others, empathy, tolerance, mutual respect, respecting oneself and listening to the views and feelings of others. The Schools' Behaviour and Anti-Bullying Policies can be found on the websites.

Reviewing the Policy

This policy will be reviewed annually.

Review Date: February 2017