



KENTON BAR PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND) POLICY

Reviewed and adopted November 2019 Next review date November 2020

Rationale

At Kenton Bar Primary School we believe that all children are entitled to a broad, balanced and relevant curriculum. Each child is encouraged to achieve his/her full potential and participate in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of all children and are appropriate to their level of ability.

Kenton Bar Primary School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We liaise closely with our local secondary school, beginning transition early for those pupils who require additional support to make a successful transition to secondary education.

Throughout this policy, and the following policies, we will ensure that steps are taken to prevent disabled pupils being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, SEN Information Guide, Annual SEN Report.

Aims

1. To ensure equality of provision for pupils with special educational needs (SEN) and disability.
2. To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2019, Supporting pupils at school with medical conditions 2015.
3. To provide access to a broad and balanced curriculum.
4. To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
5. To enable pupils with SEND to achieve their potential.
6. To ensure parents/carers are fully engaged in decision making.
7. To take into account the views, wishes and feelings of pupils.
8. To provide advice and support for all staff working with pupils with SEND.
9. To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

SEND Coordinator (SENDCO) and SEND Team

Mrs. Victoria Ravel – Assistant Head Teacher/SENDCo

Mr. Simon Burke- ARC Lead

Miss Rebecca Vaughan- Pastoral Lead

Looked After Children (LAC)

The Head Teacher is the designated teacher for LAC. SEN and PEP meetings are coordinated and where possible meetings are held on the same day.

Co-ordination of SEN provision

The SENDCo's role is to organize and monitor the smooth running of SEND provision within the school. She liaises with parents, teaching and non-teaching staff, including governors and the Head Teacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements, and external services identifying the support and resources provided for the children. Reviews for children at SEN Support are held by teachers and SENDCo three times a year, with parents invited to the meetings. The SENDCo and class teachers also discuss children who are being monitored, with a view to placing at SEN Support. Children with Education Health and Care Plans have reviews in accordance with their needs and statutory guidelines. The SENDCo has achieved the national Award for SEN Coordination.

Admission arrangements

The school has adopted the criteria set out in the LA's Admissions Policy. The criteria are as follows:

1. Where there will be an older brother or sister in attendance at the time of admission.
2. Where the child has a special medical condition and the school has the physical and human resources to give the child access to the National Curriculum.
3. The home address relative to that and other schools.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND. The school does not prioritise on the grounds of ability.

Special Educational Needs Specialism- ARC

The school has an Additionally Resourced Centre (Communication Centre) which accommodates 6 children with difficulties on the Autistic spectrum. Children are supported by staff who are trained to meet their needs emotionally, socially and academically. The children are heavily supported

by an adult both in the ARC setting and when included in mainstream classes. To access the ARC children need to have been allocated a place by the Local Authority either through the Inclusion Panel for those children with an Education, Health and Care Plan or through the ARC Panel for those children at SEN Support. The ARC Lead is Mr. Simon Burke.

Access facilities and provision

Ramps are provided to the main Reception area and to both KS1 and KS2 buildings to allow wheelchair access and a changing facilities are located in the Foundation Stage. Please refer to the school's Accessibility Plan which outlines how we increase access to the curriculum for pupils with a disability, improve and maintain access to the physical environment and improve delivery of written information to pupils.

Allocation of resources

The school has a set amount of money designated for SEND. This is used to provide additional auxiliary time for children at SEN Support and those with Education, Health and Care Plans, as well as to buy material resources and equipment.

Class teachers constitute the main resource for SEND, supporting children through differentiation and use of additional adults in the classroom.

Support Staff are effectively deployed across the school and reviewed half-termly.

Identification, assessment and review arrangements

The school has adopted the graduated approach of action and intervention as outlined in the Code of Practice 2014. This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teacher's Standards 2012).

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)

- Receipt of Pupil Premium
- Being a Looked After Child
- Being a child of service personnel

SEN Support – four part cycle

The identification of SEN is built into the overall approach to monitoring and progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN.

Assess

The Class Teacher working with the SENDCo will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be informed through a meeting with the SENDCo and Class Teacher. Adjustments, interventions, support and review date will be agreed with staff, parent and pupil.

Do

The Class Teacher will maintain responsibility for working with the pupils on a daily basis and retain progress for their progress and outcomes. The Class Teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The Class Teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services – Educational Psychology Service, School Health, School Effectiveness SEN Team, SEN Teaching and Support Service (SENTASS), Speech and Language Therapy Service, Occupational Therapy Service, Children and Young People's Service and, when appropriate, Social Services and Looked After Children Team.

Education, Health and Care Plans

Education, Health and Care plans can be requested when there is a multi-agency involvement for a child. This is applied for with the Local Authority and must begin with a formal meeting. The process, once agreed is 20 weeks

long. The outcomes from the plans can result in Specialist setting, support and/or extra funding to meet the individual needs of the pupils.

Access to the curriculum

All children experience the full range of curriculum opportunities through Quality First Teaching. Teachers plan for differentiation within the classroom ensuring that all children gain access to the curriculum at their level.

Wherever possible all children have access to extra-curricular activities. The four strands of action, as set out in the Code of Practice, are taken into account when planning provision for children with SEN.

These strands are: Assessment, planning and review
Grouping for teaching purposes
Additional human resources
Curriculum and teaching methods

Pupil participation

The views of the child should be sought where practical, taking into account age, maturity and capability. Following discussions between the SENDCo and class teacher, the views of the parents and child are sought prior to SEN Support. IEPs are discussed with the child, together with their role in the process and, where appropriate, they have input into target setting. Children in Years 5 & 6 are invited to the review.

Wherever possible all children with SEND are eligible for inclusion in any curricular or extra curricular activity e.g. school visits, football & netball clubs, homework club etc.

Inclusion

We actively 'seek to remove the barriers to learning and participation that can hinder or exclude pupils with SEND'.

We engender 'a sense of community and belonging and encourage all involved to come together and support each other'. (Inclusive Schooling DFES 2001)

The school has regard to the following guidance and legislation:

- Special Educational Needs Code of Practice 2015
- Special Educational Needs Toolkit
- National Curriculum 2015
- Inclusive Schooling November 2001
- Special Educational Needs and Disability Act 2010
- Disability Discrimination Code 2002

Review and assessment procedures

Class Teachers are responsible for monitoring the progress of all children and, in addition, the assessment of children with SEND for progress towards IEP targets. Prior to IEP reviews teachers and/or SEND Assistants conduct further assessments to aid target setting. Class Teachers maintain records of progress and report to parents at Open Evenings, IEP reviews and school reports prepared in the Summer Term. The SENDCo monitors the effectiveness of resource allocation through discussions with Class Teachers and the Head Teacher.

Teachers are accountable for the progress of the SEND children and their assessments and data are in line with current school procedures.

Policy Evaluation

The school's SEND policy will be successful if the following criteria are met for children with SEND:

1. Self-esteem and confidence are developed.
2. Adequate progress is made in learning, social and personal skills or improvements are made in behaviour.
3. Pupils are fully included in the normal life of the school.
4. Parents are kept informed and are able to work in partnership with the school.
5. Children receive the support and advice needed to achieve their potential.
6. Resources are used effectively.

The complaints procedure

Initially the school will attempt to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made: Firstly, the class teacher attempts to resolve matters, then if required the SENDCo, Phase Leader and/or Head Teacher becomes involved; the SEND Information, Advice and Support Service may also become involved at this stage.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act, to make a formal complaint. The SMART Multi-Academy Trust will consider the complaint, after which, if necessary, the LA will become involved.

Staff Development

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCo ensures staff are informed of local and national developments in relation to SEN and inclusion. Where appropriate, specialists

are used to deliver training. Newly Qualified Teachers are offered support and in school training by the SENDCo.

There are clear systems in place for line managing and having SEND support for all staff members.

External Services and Inclusion

We have a good working relationship with a range of external services.

Contact details are kept at the school office.

Requests for these services are made on the appropriate referral form, or directly if applicable, by the SENDCo or Headteacher.

Partnership with Parents/Carers

At Kenton Bar we value our partnership with parents. The school has an 'open door' policy, whereby all parents are encouraged to become involved in the education of their children and to discuss any concerns with class and/or senior teachers. All parents are welcome to help in school and are invited to attend workshops, accompany their child on visits and take part in fund raising and social events throughout the year. Parents of children with SEND are always notified of IEP reviews, which are held in addition to Open Evenings. They also receive copies of IEPs and review comments. Parents are informed about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education, Health and Care Plan.

Links with other schools

At Year 6, most children transfer to Kenton School. The Kenton SENDCo visits the school during the summer term to discuss all children transferring with SEND. In the case of children with Education Health and Care Plans or at SEN Support the secondary SENDCo's are invited to the summer review. All records, including SEND records, are sent to the child's secondary school. If a child leaves earlier than Year 6 the same procedure is adopted.

In cases where parents and families do not want Kenton School, visits are arranged and supported by the SEND Team including the SENDCo and/or ARC Lead.

Medical Conditions

We follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a

pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Conclusion

This policy should be read in conjunction with the school's policies for Inclusion, Curriculum, Teaching and Learning, Assessment and Behaviour together with the Home School Agreement. It will be reviewed annually.

SMART Multi Academy Trust is an exempt charity and company limited by guarantee registered in England with company number 10257723. The company's registered office is Wyndham Primary School, Montagu Avenue, Newcastle upon Tyne NE3 4SB