



KING'S STANLEY C OF E PRIMARY SCHOOL

WHERE WE CARE ABOUT LEARNING AND EACH
OTHER

King's Stanley C of E Primary School's policy for SEND
Written by: Mrs Hollis - September 2022
Reviewed: September 2024

Our vision for children with special educational needs reflects our whole school ethos of caring for each other and our learning by ensuring all children feel included and valued.

The Aims and Purpose of this policy to ensure all pupils have equal opportunities despite their needs and be treated with respect, responsibility and encouraged to build resilience. It has been written with stakeholders from staff, governors and pupils. The policy will be shared annually with Governors and will be available on the school website for parents.

Aims of this policy –

To **respectfully** fulfil our Mission Statement, we will:

- identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- ensure that every child experiences success in their learning and achieves to the highest possible standard
- enable all children to participate in lessons fully and effectively
- value and encourage the contribution of all children to the life of the school
- work in partnership with parents
- work with the Governing Body to enable them to fulfil their statutory monitoring role of SEND
- work closely with external support agencies, where appropriate, to support the need of individual pupils
- ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

To **resiliently** ensure that pupils:

- have a wide and balanced curriculum which is differentiated to meet individuals' needs.
- can learn and make progress according to their individual developmental trends
- are assessed using appropriate assessment tools and guidelines.
- have equal access to resources, building, provision and interventions as needed.
- wellbeing and mental health are cared for with the same importance as their academic development
-

The SEND team at King's Stanley C of E Primary School

Enquiries about an individual child's progress should be addressed first to the class teacher since he or she is the person who knows the child best and all other enquiries can be addressed to KerryAnne Hollis (SENDCO). Please make an appointment with the school office if you wish to talk

to the SENDCO. The SENDCO will support staff with training needs, teaching strategies and wellbeing support when SEND pupils are present in their class.

The Code of Practice, 2014

The key principles in the Children and Families Act 2014 set out the ways the needs of children and young people with special educational needs or disabilities should be met. They are as follows:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and liaise with the school about the young person's progress.
2. Education, Health and Care plans (EHCP's) replaces Statements of special educational needs.
3. School Action and School Action Plus ceased and have been replaced by a single school-based category for children who need additional specialist support: SEND Support

At King's Stanley C of E Primary School, we uphold children's right to education and recognise the diverse educational needs within our community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer provision to foster SEND and provide full educational access wherever reasonable. Where this is not possible, we have a duty of care to seek advice from the LA in seeking alternative provision with the collaborative work with parents.

The Code of Practice 2014 identifies four main areas of Special Educational Needs and /or Disability. These areas and their meanings are as follows:

- Communication and Interaction- including Autistic Spectrum Disorder and language difficulties.
- Cognition and Learning- including specific learning difficulty such as Dyslexia, Dyscalculia, Dyspraxia or Dysgraphia.
- Social, Emotional and Mental Health- including ADHD, ADD and Attachment Disorders.
- Sensory and /or Physical – including visual, hearing, physical needs, as well as self-care.

Defining SEN

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 of the same age, or 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 school' Taken from 2015 Code of Practice: 0-25 years- Introduction xiii and xiv

Pupils with a disability (as defined under the Equality Act 2010) are protected against discrimination, harassment or victimisation. It requires schools to make reasonable adjustments, including provision of auxiliary aids and services that affects their ability to access and benefit from the educational opportunities generally enjoyed by other children of the same age.

Additional Needs

At King's Stanley C of E Primary school, we are aware that having an additional need does not automatically mean a child has SEND. Some of these may include children who:

- have attendance and punctuality issues.
- have health and welfare needs.
- have English as an Additional Language (EAL).
- are disadvantaged.
- are Children In Care (CIC).

These needs are not SEND unless this is additionally identified and would not therefore place the child on the SEN register, however the support may come under the SENDCO role.

Provision of Special Educational Needs or Disability

The school provides a graduated response where we use the 'assess, plan, do and review' cycle to identify and implement provision for pupils. The different levels of provision are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in all curriculum areas.

Wave 2: Small group support for those pupils who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils working well below age expectation

Provision and outcomes within the class are adjusted so that children are able to access key objectives. Teachers are aware that children have different learning styles and incorporate a multisensory approach into their Quality First Teaching. Within all subject areas teachers are supported by the Education Endowment Fund's 5 a day principles:

- Explicit Instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Using technology

Please refer to the SEND Information Report published on the website.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children may be identified as having Special Educational Needs and/or Disability (SEND) through a variety of ways including the following:

- Use of the King's Stanley SEND guidance booklet
- Liaison with Pre-school group/ nursery/ previous school
- Child performing below age expected levels
- Concerns raised by Parent/Carer
- Through termly Pupil Progress Meetings held between the Teachers/Head teacher
- Concerns raised by the teacher that behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. Speech & Language Therapist, Health Services, Educational Psychologist
- Health diagnosis through paediatrician/doctor
- Discussion through Parent/Teacher reviews
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school

Assessing the impact of additional support or strategies on pupil progress

The school uses a range of ways to monitor and assess the impact of additional support, these include:

- Using Parent/Teacher Reviews which are organised to suit Parents/Carers needs, where possible. These conversations emphasise the need for a listening approach between Parents/Carers and school where Parents/Carers can share their child's interests and experiences allowing us to incorporate this into the classroom. Individual targets are agreed with Parents/Carers to support their child and given strategies that will help them. This is then reviewed at the following meeting. Levels of attainments and details of any interventions and targets are shared with parents. We can offer advice and practical ways to support you in

helping your child at home, then signpost to suitable support agencies for support in the home.

- Additional meetings including Team Around the Family (TAF) meetings may also be called with members of the Senior Leadership Team, parents and other school staff and external professionals, where appropriate. These meetings are often used to problem solve and set and review targets.
- Children's progress is continually monitored by his/her class teacher and teaching objectives assessed using the school tracking system, Insight
- Children's progress is reviewed formally every term and a judgement made in relation to their overall attainment in reading, writing, maths and science.
- Pupil Progress meetings are held with SLT and progress and attainment and progress of all pupils scrutinised.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Using the Gloucestershire Graduated Pathway process, children identified as requiring additional SEND support will have a My Plan or My Plan + which identifies both their needs and smaller outcomes which they will work to achieve within a limited timescale, alongside the support being provided. These will be reviewed with parental involvement, three times per year (more when needed) at my plan review meetings.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education present at the meeting. EHCP pupils will also have my plan meetings three times a year, on top of their annual review.
- When specific interventions for support are put in place, these are monitored closely by both the class teacher and SENDCo to check that a child is making good progress. Where this is less than expected, provision will be adapted or changed.
- The SENDCo tracks Value for Money ensuring that all interventions are adding value to a child's learning.
- Regular book looks, lesson observations and learning walks will be carried out by the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- The SEND Governor will make regular visits and have discussion with the SENDCo through the year.

ACCESSIBILITY

As a school we are happy to discuss individual access requirements (to include vision and hearing impairments) – examples of adaptations that can be completed are

- The school is totally accessible at all levels.
- All doors are wheelchair friendly.
- There is an accessible toilet and a wet room with shower.
- A lift enables easy transit between levels.
- Grab rails are placed where necessary
- Pupils with visual difficulties will be supported in their specific needs with highlighting steps, doorways, trip hazards etc. These will be determined during transition meetings.

Involving parents

Parents are key to a child's success, therefore the school recognises the need for regular communication and dialogue about a child's needs to ensure they reach their true potential. The SENDCo will keep in regular contact with the child's teacher and parents are invited into meet with the SENDCo three times throughout the year if the child is on the SEN register. Some parents may

meet more regularly with the SENDCO if the needs of the child are significant. The SENDCo can signpost families for outside agency support where this is needed outside of school.

Incorporating pupil views

We empower our pupils and value their opinion on all aspects of school life. One of the ways we do this is through the School Parliament which has an open forum for any pupil issues or viewpoints to be raised. There is also an annual pupil questionnaire where we actively seek the viewpoints of children and we regularly undertake pupil conferencing across the curriculum. My Profiles are completed each year and before my plan reviews to gaining pupils views. If your child has a Statement of SEN or an EHCP then their views will be included and they are encouraged to participate in their Annual Review.

How we include SEN throughout school (inclusion)

We value all unique qualities that children bring to school and aim to fully include all children in all areas of schooling. This can be through adjusted teaching, prompting physical adaptations and celebrating successes (academic or non-curriculum focused). A firm foundation of secure mental health and wellbeing is promoted throughout school, and all children are encouraged to celebrate acceptance of others.

Supporting pupils with transition

We encourage all new children and parents to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. There will be a meeting prior to starting school outlining key information and dates, and a visit organised to pupils' home and previous educational setting to ensure a smooth transition into Early Years Foundation Stage. For children with SEND we would encourage further visits and the use of transition plans, where appropriate, to specifically meet their needs. Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for pupils who would benefit from additional specific support. We liaise closely with secondary school staff to ensure awareness of individual needs and effective strategies. For children with an EHCP, a review may be used as a transition meeting.

ROLES AND RESPONSIBILITIES

Role	Responsibility
Head teacher	To oversee SEND provision Designated responsibility for Safeguarding
SEND Governor	To oversee and monitor SEND provision within the school. Meeting with the SENDCO at 1-2 times during the academic year to discuss actions taken by the school. She reports back to the governors following these meetings.
SENDCO	The SENDCO has an important role to play with the head teacher and Governing Board, in determining the strategic development of SEN policy and provision in school. They will be most effective in that role if they are part of the school's leadership team. The SENDCO has day-to day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEN. Including those who have EHC plans. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision of the Local Offer and

	<p>be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.</p> <p>The key responsibilities of the SENDCO may include:</p> <ul style="list-style-type: none"> ○ Overseeing the day-to –day operation of the school SEN policy ○ Co-ordinating provision for children with SEN ○ Liaising with the relevant Designated teacher where a looked after pupil has SEN ○ Advising on the graduated approach to providing SEN support ○ Advising on the deployment of the school’s delegated budget and other resources to meet pupil’s need effectively ○ Liaising with parents of pupils with SEN ○ Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies ○ Being a key point of contact with external agencies, especially the local authority and its support services ○ Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned ○ Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ○ Ensuring that the school keeps the records of all pupils with SEN up to date <p>(SEN Code of Practice Jan 2015)</p>
Class teachers	<ul style="list-style-type: none"> ○ To ensure High Quality (Wave 1) teaching and provide accessible differentiation for pupils with SEND ○ All 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 ○ To work within the guidance provided in the SEND Code of Practice 2015 ○ To ensure that the children with SEND have access to a broad and balanced curriculum. Teachers should set high expectations for all pupils whatever their prior attainment
Teaching Assistants	To support SEN pupils under the direction of the class teachers, subject leaders and SENDCO to enable them to make progress
Medical provision	Admin staff are trained as first aiders and hold the Medical Healthcare Plans for pupils. See medical policy for more details

Parents who wish to discuss SEND issues relating to their child can arrange an appointment at the School Office to speak with:

- The Class Teacher
- The SENDCo Lead
- The Headteacher
- The SEND & SENDCo Governor

REVIEW

This policy will be reviewed annually (or sooner in the light of revised legislation or guidance)

Signed:

Head Teacher

Date: Sept 2024

Signed:

Chair of Governors

Date: