



The Coombe Academy Trust

Knollmead Primary School

Special Educational Needs and Disability Policy

Equality Analysis Impact

Title of Policy: Special Educational Needs and Disability Policy

Considered at Governors' Committee meeting: Strategy /FGB

Date of last review: July 2018

Date of next review: July 2019

Is there relevance to equality?

1. Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. **No**
2. Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **No**
3. Does the policy affect one or more of the equality objectives set by the school?
(Please refer to the Equality and Diversity Policy) **No**

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

Knollmead Primary School

Special Educational Needs and Disability Policy

Headteacher

Mr David Tan

SENCo

Ms Sam Salih

SEND Governor

Mrs Diana Brotherston

This policy was created by the SENCO in consultation with Headteacher, the SEN Governor, the Senior Leadership Team, staff and parents.

Our Ethos/Vision

At Knollmead Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

In this policy, the term 'parent' implies any person or body with parental responsibility such as foster parent, carer, guardian or local authority.

Definition of Special Educational Needs and Disability (SEND)

The 2015 Special Educational Needs and Disabilities Code of Practice states that:

- A child and young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'
- Children and young people with a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. The Code of Practice outlines that all settings and schools must make 'reasonable adjustment' under the Disability Equality legislation.

- The SEND Code of Practice states that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. If concerns are raised, the school will assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Whilst children who have English as an additional language may need extra support to access areas of the curriculum, this does not constitute a special educational need.

Key Roles and Responsibilities

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCo is a member of the leadership team and is also a Deputy Designated Safeguarding Lead.

The SENCo is Sam Salih. (ssalih17@knollmeadprimary.co.uk).

The SEND governor is Diana Brotherston. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

Aims and objectives of the policy

- To offer inclusive teaching which will enable all pupils to make the best possible progress in school
- For pupils to feel that they are a valued member of the wider school community.
- To ensure that high quality teaching is differentiated for individual pupils and that this is the first step in responding to pupils who have or may have SEN.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils so that the curriculum is accessible to all.
- To ensure the identification of all pupils requiring SEN provision as early as possible.
- To meet individual needs through a wide range of provision.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work in partnership with pupils, parents and carers.
- To work towards inclusion in partnership with other agencies and schools
- To achieve a high level of staff expertise to meet pupil's needs.

Four broad areas of need and support of SEN

There are four broad areas of need and support of special educational needs which are set out in the SEND Code of Practice 2015:

- **Cognition and learning**-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- **Communication and interaction**-these children have a difficulty in 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Social, emotional and mental 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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or physical** -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. Many children with a hearing impairment (HI), visual impairment (VI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Children may have needs that cut across all these areas and their needs may change over time. The special educational provision made for a child is based on an understanding of their particular strengths and needs and seeks to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English.

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN register. If the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies may include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Behaviour support services Occupational Therapy Service
- Integrated Service for Children with Disabilities
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

SEN support arises from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of each child's needs and of what supports the child in making good progress and securing good outcomes. The four stages of the cycle are assess, plan, do and review.

The graduated approach draws on more personalised approaches, more frequent reviews and more specialist expertise in successive cycles, in order to tailor interventions to meet the particular needs of children.

The graduated approach is defined as the following stages:

Assess: the class teacher and SENCO will analyse and assess a pupil's needs before identifying a child as needing SEN support.

Plan: a learning and provision plan, outlining the provision and targets, will be created. Parents will be notified whenever it is decided that a pupil is to be provided with SEN support. The learning and provision plan is shared and amended if needed. Interventions are set up in meetings with the class teacher and member of staff running the intervention. This ensures the class teacher still holds responsibility for the transference of the targeted learning. This information is shared with parents and children in meetings and documented. The views of parents and children are listened to carefully as part of this process.

Do: the class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning. Interventions are then carried out.

Review: the effectiveness of the support is reviewed half termly or termly, and a new graduated approach cycle begins, with interventions continuing, changing, or ending depending on the outcomes. Where successful, pupils will be removed from SEN support.

Moving to an Education, Health and Care Plans (EHCP)

If children fail to make progress, in spite of high quality teaching and targeted support at the SEN Support stage, the school may request for the child to be assessed for an EHC Plan. Having a diagnosis (for example, of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the request for an EHC Plan is successful, a member of the Local Authority will liaise with the school to call a meeting for parents, the child and the school, together with any external agencies and professionals, who are involved with the family. The meeting will record the child's strengths, their aspirations as well as barriers that they face. Desired outcomes will be decided. Following the meeting, the Local Authority will produce the EHC Plan which will record the decisions made at the meeting.

Identification of Special Educational Needs and Disabilities

Pupils with Special Educational Needs and Disabilities are identified through the following assessments routes:

Class teachers – class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 SEND Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers.

At any time throughout the year, teachers may report their concerns regarding a child's progress, to the SENCO. The class teacher, SENCO and parents or carers will work in collaboration to identify and meet the needs of the child.

Pupil Progress Meetings – these take place on a half termly basis to monitor the progress of every child in the school. Where pupils are identified as not making adequate progress, in spite of high quality teaching, they are discussed with the senior leadership team. Desired outcomes, a plan of support and/or intervention is agreed.

SEN learning and provision reviews – these take place on a termly basis. Progress and the individual needs of the children are discussed and the support and/or intervention is reviewed. Changes to provision are discussed, planned and actioned.

Parents - parents may report concerns they have regarding their child's progress to their class teacher and SENCO. All parental requests are investigated and taken seriously.

High Quality Teaching - all children benefit from high quality teaching at Knollmead Primary School. Staff have high expectations for all children. Class teachers continually assess, plan, review and take action in order to meet the needs of each individual child. When identifying a child's strengths and needs, staff are clear that this is not for the purpose of fitting a child into a category, but to work out the action that the school needs to take to enable access to the curriculum.

Parents/carers and pupil involvement in the process.

Staff at Knollmead Primary School endeavour to build positive and informative relationships with all parents. If a child is experiencing difficulties at school, this will be discussed with parents during either Parents' Meetings (termly) or during other formal or informal meetings as requested by the class teacher, SENCO or by the parents.

If the school believes that a child may have Special Educational Needs, parents will be fully involved at each step in the identification process. This may include the class teacher or SENCO inviting parents to a meeting to:

- discuss concerns identified and agree next steps
- inform parents that their child will be placed on the SEND register
- gain consent and complete necessary referrals for formal assessment to take place, if appropriate
- discuss the findings of any formal assessment carried out
- agree next steps and appropriate provision.

We believe in a person-centred approach to information gathering and the cycle of assess, plan, do, review. Reviews and meetings are planned and targets are shared with the pupils and successes celebrated.

If a child has an EHCP, parents will be invited to attend an annual review, where successes, outcomes and provision will be reviewed. Where appropriate, children with an EHCP will also be invited to attend their annual review to share their views, achievements for the year and aspirations for the future.

Teaching and Learning

At Knollmead Primary School, staff believe that all children learn best with the rest of their class, with the aim that all children become independent and autonomous learners, in order that they reach their potential.

When allocating additional TA support to children, the focus is on outcomes. Sufficient support is put in place to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available, which are listed and costed on a provision map. When considering an intervention, the child's profile of learning is considered, along with the desired outcomes, in order that an appropriate intervention which is best matched to each child's needs, is selected.

Progress is monitored both during and at the end of an intervention. A decision would then be made to either continue the intervention, change the intervention or allow a period of consolidation in class.

SEN Provision

Teachers and teaching assistants provide additional provision according to the individual needs of the child, following the assess, plan, do review process, according to the SEND Code of Practice (2015). Special educational provision supports children to access the curriculum and overcome any barriers. Provision may include the following:

- small group interventions in phonics
- additional provision for reading fluency e.g. Read, Write Inc., Beanstalk
- additional provision to develop reading comprehension, such as Reciprocal Teaching and small comprehension groups
- maths booster classes
- fine and gross motor skills sessions
- small group handwriting sessions
- speech and language provision e.g. narrative groups, comprehension groups and language development programmes
- one to one targeted provision, for example, precision teaching, occupational therapy and speech and language therapy programmes.

- social and emotional provision, for example, one to one support with the ELSA, nurture groups
- Provision to meet social interaction and communication, for example, Lego therapy, puzzle club.

Pupils taught in the ASD resource base are supported by specialist teachers and teaching assistants both within the provision in a small group setting, and through inclusion in relevant mainstream classes. These pupils are also offered personalised speech and language therapy and occupational therapy to support access to the curriculum and to meet their communication and sensory needs.

Pupils with a hearing impairment are registered in their mainstream class. They receive support from qualified Teachers of the Deaf and TAs who specialise in hearing impairments, to enable them to access the curriculum in their class. They also receive 1:1 or small group interventions in an acoustically treated environment, which may include pre or post teaching, listening activities and language development provision. In addition, the Speech and Language therapist oversees programmes tailored to meet their needs and carries out one to one sessions with the children.

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND

Special Needs Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools
- planning for smooth transition between year groups and schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Monitoring and evaluation of SEN

The head teacher and the Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data ● progress against individual targets
- pupils' work and interviews.

The SENCo maps provision for each class and costs provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary, make changes to our provision.

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Access to extra-curricular activities

Children have equal access to the range of activities that are offered which develop engagement with the wider curriculum. Where necessary, the school makes accommodation and adaptation to meet the physical and learning needs of children. Knollmead Primary School aims for all children to benefit from class trips, which are part of the curriculum. No child is excluded from a trip because of SEN, disability or medical needs and reasonable adjustments for SEND and medical conditions are made according to each child's needs.

Training and Development

Training takes place for all staff on a regular basis in order for staff to have the knowledge and expertise to meet the needs of children with SEND. All teachers have access to advice, information and resources to enable them to teach all children effectively. Teachers have access to training and information in-house, through the Local Authority, external agencies and through other professional opportunities.

Specialist professionals, such as Speech and Language Therapists and the Educational Psychologist work with individuals and groups of children as well as with staff.

School staff receive specific training and have expertise in speech and language therapy provision, occupational therapy, literacy and numeracy interventions and supporting children with hearing impairments and autism.

In addition, Knollmead Primary School has a trained ELSA, who works with identified children with social, emotional or mental health needs, in order to remove barriers to learning. These children may not necessarily have a special educational need.

The SENCO is a qualified teacher and offers training, advice and resources for all staff. The SENCO attends network meetings to share good practice with colleagues in the cluster and in Kingston and Richmond boroughs and to keep up to date with SEND developments.

Transition Arrangements

Transition into and within school

Staff at Knollmead Primary School understand that it may be difficult for children and parents as they move in to a new class or a new school. Knollmead Primary School endeavours to make times of transition as smooth as possible for the children,

making additional arrangements according to the individual needs of the child as necessary. These may include:

- organising additional meetings for the parents and child with the new teacher/the SENCo
- arranging additional visits to the classroom environment in order to provide opportunities for familiarisation
- opportunities to take photographs for places and key people in order to make a transition booklet.

Transition to Secondary School

For children with an EHC Plan, Transition Annual Reviews are held. The Secondary School SENCO will be invited to attend the Annual Review, along with the case officer from the Local Authority. Additional transition arrangements may be discussed and agreed at this review; for example, extra visits, specialist equipment, travel arrangements and so on.

Knollmead Primary School, offers additional support for transition to Secondary School to some pupils in Year 6 during the Summer Term. These children will be identified by the SENCO and Class Teachers and may include those with SEND, as well as other vulnerable children who may find the transition difficult. Other relevant outside agencies may also be involved at this stage.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips/residentials.

Specific staff have training to support particular needs, e.g.: technical knowledge to maintain auxiliary aids and equipment.

The school office manager is responsible for the administration of medicines and health care plans/protocols.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Knollmead.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Governors

It is the statutory duty of Governors to ensure that the school meets the needs of children with SEND, according to the requirements set out in the SEND Code of Practice 2015.

The SEND Governor is Diana Brotherston.

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Knollmead to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved, parents may wish to contact the KIDS Kingston SEND Information, Advice & Support Service (formerly The Parent Partnership Service) (richmondkingston@kids.org.uk, or 0208 647 6200) or engage with the School complaints procedures.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

Access to this policy

You can find a copy of our policy in a number of ways:

- **The school website, follow the link: About Our School to the SEN section.**
<http://www.knollmeadprimary.co.uk/about-us/special-educational-needs/>

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. Self and mutual respect and a caring non-judgemental attitude throughout the school are promoted at all times.

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice (2015): 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Keeping children safe in education Equality Act 2010

AfC Local Offer Website

https://www.afcinfo.org.uk/local_offer

APPENDIX 2: Related School Policies/Documents

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance, policies and documents:

- SEND Code of Practice 0-25 (2015)
- Part 3 of the Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Schools SEN Information Report Regulations (2014)
- Equality Act 2010: advice for schools DfE (February 2013)
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (September 2014)
- Teachers' Standards (2012).

This policy should also be read in conjunction with the following policies:

- Safeguarding Policy
- Accessibility Plan
- Admissions Policy
- Equality Policy

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Date completed: June 2018

Completed by: Sam Salih

Review Date: June 2019