

Special Educational Needs Policy

At Kniveton Primary School we provide the best possible infant education in a stimulating and creative environment. The school develops a love of learning by high quality teaching, developing and building upon individual strengths and talents.

We expect all children in our school to reach age-related levels in line with national expectations as a minimum and ensure barriers to learning are removed so every child reaches their full potential.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with the following guidance and documents:-

- Equality Act 2010
- Advice for schools DFE February 2013
- Schools SEN Information Report Regulations 2014 (www.sendgateway.org.uk)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Teacher Standards 2012
- Accessibility Plan
- The National Curriculum in England Key Stage 1 framework document September 2014
- Early Years Framework September 2012

Section 1

The designated SENCo is the person responsible for managing the schools response to the provision made for children with SEN.

Lynn Board – Kniveton Church of England (C) Primary School 01335 342573

The SENCo is a member of the senior leadership team and works in conjunction with the Governing body. The named SEN Governor is Angela Shipley.

Kniveton School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seek to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and are equal members of the school.

As such, provision for pupils with SEN is a matter for the school as a whole.

“All teachers are teachers of pupils with SEN”.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Section 2 – Aims

The Special Needs Policy reflects the schools aims to value every individual equally, regardless of their ability, behaviour or individual need, providing opportunities for all pupils to:-

- Fulfil their potential
- Develop confidence and self esteem
- Enjoy and value learning
- Develop personal responsibility and respect
- Raise aspirations

The fundamental objectives of the school’s SEN policy are:-

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND code practice 2014.
- To operate a whole pupil and whole school approach to the management and provision of SEN.
- To provide a SENCO who will work with the SEN inclusion policy.
- To provide support and advice for all staff working with SEN pupils.
- To provide support for parents of SEND children.

Section 3 - Identifying Special Needs

The code of practice highlights the four broad categories of need. These broad areas give an overview of the range of needs that should be planned for. At Kniveton School, we identify the needs of the pupils by considering the needs of the whole child which will include the SEN needs of the child.

Broad areas of need are:-

Communication and Interaction

Children with speech language and communication need SLCN who have difficulty in communicating with others. This may be because they may 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD including Asperger's syndrome and Autism are likely to have particular difficulties with social interaction and may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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 need including moderate learning difficulties (MLD) severe learning difficulties (SLD) where the children are likely to need support in all areas of the curriculum and 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 physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspect of learning this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children may experience a range of social and emotional difficulties which manifest themselves in lots of different ways. These may include becoming withdrawn or isolated, as well as 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, attention deficit hyperactive disorder or attachment disorder. The DfE publishes guidance on how to manage pupil's mental health and behaviour difficulties within schools.

Sensory and or Physical Needs

Some children require special educational provision because they have a disability that 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 or equipment to access their learning, or habilitation. Children with an MSI have a combination of vision and hearing difficulties. Some children with a

physical difficulty require ongoing support and equipment to access all of the opportunities available to their peers.

As a school we consider the following NOT to be SEN but may have an impact on progress and attainment.

- Disability (the code of practice outlines the reasonable adjustment duty for all settings and schools provided under the current disability equality legislation)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman's/women.

Section 4 A Graduated Approach to SEN

This section of our policy sets out the process by which we identify and manage children with SEN.

Our records in school include the following:-

- Information from previous settings.
- The work that has been done by class teachers / key workers / learning and teaching assistants which shows the child has not made adequate progress once intervention / adjustments and good quality personalised teaching are made. The Teachers are responsible for the progress, development of all children in their class including where pupils access support from Teaching assistants or specialist staff.
- High quality teaching differentiated for individual pupils in our school in responding to pupils with SEN.
- Information discussed with parents, home school diaries and face to face meetings.
- Detailed information is collected, the SENCO is consulted
- The monitoring and evaluation policy is followed and the quality of teaching is reviewed and progress discussed for those children deemed to be at risk of under achievement. CPD is available for staff to improve their knowledge if required.

When a class teacher or SENCo identifies a child with special educational needs, the class teacher will provide intervention that are additional to and from those provided as part of the school's usual differentiated curriculum. The triggers for intervention will be underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:-

- Little or no progress even when teaching approaches are targeted particularly in a child identified area of weakness, show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed in school.

- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Nature of Intervention

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:-

- Different learning materials or special equipment.
- Some groups or individual support using Teaching Assistants or sensory room.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LEA support service for one off or occasional advice on strategies or equipment.

A request for support from external services is likely to follow a decision taken by the SENCo and colleagues in consultation with parents as a review of the child's School Support Plan.(IEP)

- External services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurements of pupil progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

When a request for an EHC Plan is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational need and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence:-

- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The Pupils health including medical history where relevant
- National Curriculum and or EYFS levels.
- Educational and other assessments, for example from an advisory specialist such as an educational psychologist.

Managing pupils needs on the SEN register

- School support Plans (reviewed at least termly)
- Provision mapping (reviewed half termly)
- Interventions (reviewed termly)
- What works, who has made progress, outcomes of plan.
- Pupil progress meetings

- Provision is based upon an individual child's severity of need. The senior leadership team will work with Governors to ascertain the schools contribution to the local offer.

If we are unable to fully meet the needs of a child through our own provision arrangements we collect the following evidence:-

- More specialist assessment to inform planning and the measurement of pupil's progress.
- We seek advice on the use of new or specialist strategies or materials.
- When specialist intervention is used the SLT monitors and looks at costs linked to progress. All families are aware if their child is involved in an intervention.

If additional funding and support is needed from the local authority High Needs Block, all information would be collated by the SENCo and a referral for an Education and Health Plan is submitted. Pupils, parents and other professional bodies are included in this process.

Section 5 Criteria for Exiting the SEN Register / Record

If a child makes marked progress in conjunction with age appropriate levels, as a result of interventions and outside agency support, then the SLT will remove their names from the register.

Section 6 Supporting pupils and families

Parents at our school are given information regarding the LA local offer (Appendix b) Parents are directed to the school website which provides information about how we support children who have SEN, the SEN Policy and the Provision we offer at Kniveton Primary. Other agencies are involved with supporting families and pupils at different times during the process.

“Partnership with parents plays a key role in promoting culture of co-operation between parents, schools, LEAs and others this is important in enabling children and young people with Sen to achieve their potential.” SEN Code of Practice Section 6.64

The school believes that all parents should be provided with user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:-

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement with the SEN framework.
- Make their views known about how their child is educated.

- Have access to information, advice and support during any decision making processes.
- Parents are involved in supporting the target setting process for IEP's and their views are sought for reviews.
- We encourage the active participation of parents by providing guidance on how they can support their child's education at home.
- We value the contribution that parents make and the critical role they play in their child's education.
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Section 7 Support pupils 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. Some children with 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 or EHC plan which brings together health and social care needs as well as their special education provision and the SEND code of practice is followed.

Please refer to the schools policy for supporting children with medical conditions.

Section 8 Monitoring and Evaluation of SEN

It is the responsibility of the class teacher / TA's to annotate IEP's provide evidence to support specific targets, review IEP's and keep class SEN files up to date.

Provision mapping in the school sets out how resources are allocated for pupils with SEN providing at a glance pictures of what is in place. This document is reviewed each half term by SENCo.

This is reported to all Governors termly.

Section 9 Training and Resources

Teaching Assistants are deployed in each classroom every morning.

Training for staff is continuous and is in a rolling programme of need. Each term the SENCo plans training which highlights the new intervention requirements. Teaching Assistants are given additional training to undertake the intervention. Inductions are provided for new staff detailing policies and procedures relating to SEN provision. The school SENCo regularly attends the authority's network meetings and also attends SSEN briefings.

Section 10 Roles and Responsibilities

- Role of SEN Governor is to monitor and evaluate SEN provision in the school.
- Role of SEN Teaching Assistants is to ensure that the children / child they are working with makes progress and has individual needs supported through IEP.
- The Headteacher has specific safeguarding responsibility, manages PPG and looked after funding as well as being responsible for meeting the medical needs of pupils.

Section 11 Storing and Managing Information

Please see information management policy within school.

Section 12 Reviewing the Policy

The policy is reviewed annually as the climate for learning meeting in September.

Section 13 Accessibility

The school has a statutory responsibility to have an accessibility plan for disabled pupils and to implement their plans in order to support the children. The accessibility plan is written and is a four year plan. The plan is identified by looking at children potentially due to arrive at the school and are currently in early year's education. Please see our current accessibility plan in the office .

Our school is an inclusive school looking to continually improve access to pupils for accessibility.

Section 14 Dealing with complaints

In dealing with complaints we ask parents to follow the complaints policy as set out by the local authority and which has been adopted by our Governing body.

Section 15 Bullying

The whole school is educated in the anti-bullying work set out by the STOP campaign. The school has a strong PSE curriculum which teaches our children to value difference. All details regarding anti bullying can be found on our website.

Section 16

Appendices

- EHC Plan example
- LA local offer

KNIVETON CHURCH OF ENGLAND © PRIMARY SCHOOL

SEN INFORMATION REPORT

Welcome to Kniveton Church of England © Primary School's SEN Information report. This information will be updated annually.

Our SENCO is Lynn Board-our Head teacher.

Our SEND Governor is Angela Shipley.

Please read this report alongside our school's policies on:

- Equality
- Behaviour
- SEND
- Equal opportunities

WHOLE SCHOOL APPROACH:

All our staff have extremely high expectations for every child here at Kniveton. We constantly review what we are offering our SEND pupils to ensure it is meeting their constantly changing and evolving needs. Quality first teaching and a differentiated and personalised approach to Teaching and Learning is crucial to our work. Individual Education Plans are discussed with the learners themselves and their parents.

All our teachers are responsible for the children in their care .They can liaise with the SENCO (Lynn Board) alongside external advice and guidance from our Educational Psychologist, Dr. Naomi Anderson.

IDENTIFYING THE PARTICULAR NEEDS OF A SEND CHILD:

Thorough and detailed assessment procedures ensure that teachers are able to establish a clear analysis of a pupil's needs. These procedures may include:

- Observations
- Information from monitoring data on a child's achievements and progress
- Teacher's individual experiences of a particular pupil
- Comparisons between a specific child and their peers
- Views of parents
- Standardised tests
- Advice for external agencies

We clearly identify what precise gaps a child may have in their learning and development and discuss what their barriers to learning may be and formulate strategies to overcome these.

IEPS. (Individual Education Plans)

Each child has an IEP which is drawn up after the initial assessment procedures have taken place and have established what we need to target or a specific area of need. Quality first teaching is always used to target these areas. Teaching Assistants will work alongside the child's teacher to focus on this.

Parents are consulted on the strategies to be used. Teachers are firmly at the centre of this planning process. Individualised need and views of the pupil are kept at the heart of these plans and discussions.

Each child will have clear times and places specified where their targeted provision will take place.

We ensure parents know and agree the planned intervention and support and the expected outcomes.

As the intervention/ strategies are delivered Teaching Assistants will liaise closely with the child's teacher to ensure there is continual review of the SEND child's needs and support can be adapted if necessary. Regular reviews take place to ensure that the intervention is having the desired effect. Should progress be not as accelerated as hoped, consideration will be given to adapting the frequency and/or intensity.

We constantly ask ourselves:

- Is the pupil growing in confidence and self-esteem?
- Is behaviour for learning improving?
- Is the child now on track to meet expected targets?
- Are there any further gaps that need to be focussed on?
- Are the skills practise within the intervention sessions being transferred into class/ across the curriculum?
- Has the programme been successful?

We are an inclusive school and ensure that all our children's needs are catered for.

In October 2016 we have 13 children receiving some form of SEND support. All teachers differentiate their plans for these pupils.

We use a variety of techniques for our SEND children:

- Social stories
- SSEN support if appropriate
- Differentiated resources
- Derbyshire File for Autism Friendly schools
- Autism Outreach
- Speech and language plans
- IEPs
- Educational Psychologist support and advice.
- Derbyshire File for Dyslexia Friendly schools
- Better Reading partnerships
- Reading Recovery programmes
- Lunchtime clubs
- SEAL(Social and Emotional aspects of learning)
- CAMHS (if appropriate)

We are constantly seeking to develop the knowledge and expertise of our staff through a training programme. Last year we all attended a training programme on autism.

This year we have planned a series of twilights on precision teacher and dyslexia.

For some of our SEND pupils we deliver a detailed programme of transition visits to our secondary school, QEGs. They undertake visits once a fortnight to alleviate anxiety and to help them feel secure in their new surroundings.

All our Year 6 pupils also participate in 3 transition days in the Summer Term.

These all help to ensure that their transition is as smooth as possible. We pass on all records of SEND provision to the next school.

COMPLAINTS:

Parents with complaints regarding the school's SEND provision should raise their concerns initially with their child's teacher and then go to our SENCO (MRS. Board) if further discussion is needed. . The School's complaints Policy should be followed if there are any further concerns.