

KINGSHAM PRIMARY SCHOOL

SEND (Special Educational Needs and Disabilities) Policy June 2024

Revised by School	June 2024
Responsible Person	Deputy Headteacher and SENDCO
Responsible Committee	Full Governing Body
Ratified by GB	30.09.24
Next Review	July 2025



Contents

1. School vision and aims	3
2. Legislation and guidance	4
3. Definitions	5
4. Roles and responsibilities	6
5. The graduated approach	8
6. Identification and assessment	9
7. Provision for pupils with special educational needs and/or disabilities	12
8. Reviewing pupils' progress	14
9. Transition	15
10. Staff professional development and training	15
11. Contact details	16
12. Monitoring arrangements	16
13. Further information	16

1. School vision and ethos

*At Kingsham Primary School, **we value every child**, ensuring that children are always at the heart of every decision we make. We ensure we support **every** child to demonstrate our CROWN learning values (Curiosity, Resilience, Open-mindedness, Wow-Improver, No-Limits) and reward children when they do.*

Inclusion is part of our whole school ethos and is embedded in all our practices across the school. For pupils with Special Educational Needs and/or Disabilities (SEND), we are committed to providing **an excellent curriculum** with a range of exciting opportunities that empower and aspire our learners for the future, ensuring the best outcomes for all children. Our staff team provide **Quality First Teaching**, adapted to meet the needs of all children, so that each child can achieve their potential. In **our inclusive learning** environment, all children are valued as individuals and encouraged to be themselves. Our learning environment is characterised by a welcoming, warm and inviting atmosphere which ensures children are comfortable and confident to learn and to take risks in their learning. We work with **parents and carers** to ensure we are partners in our children's learning and value that essential relationship. This is crucial to address the needs of the whole child, to ensure that we provide excellent support for our children and ensure the best outcomes for all children.

We aim to achieve this for pupils with Special Educational Needs and/or Disabilities by:

- Valuing each child's voice by ensuring they feel respected as individuals, are encouraged to be themselves, and understand that diversity is celebrated
- Working collaboratively as a team with school staff, families, external specialist agencies and any other relevant professionals
- Having a clear graduated approach - 'assess, plan, do, review' - of the Individual Learning Plans (ILPs) which set aspirational goals based on clear assessments and regular reviews
- Ensuring early identification of children's strengths and needs with clear starting points so that every child makes progress and achieves standards that reflect their full potential
- Striving for best practice for SEND provision, including beyond the school, to ensure continuous development of Quality First Teaching and adaptive teaching strategies
- Planning careful transitions to best prepare individuals for the future and the next stage of their school career
- Ensuring the school environment is accessible to all and every child has full access to the curriculum and all school activities

Kingsham's SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Provide details of the school procedures that follow the graduated approach and four-part cycle of 'assess, plan, review and do' to meeting pupil needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- The Children and Families Act (2014), which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy links with other school policies and documents including:

- SEND Information Report
- Accessibility plan
- Relationships Policy
- Equality, Diversity and Inclusion information and objectives
- Supporting pupils with medical conditions
- Admissions
- Looked after and previously looked after children
- Child Protection and Safeguarding
- Positive Handling
- Health and Safety

3. Definitions

'Special Education Need and/or Disability' (SEND) refers to a learning difficulty or disability which calls for special educational provision to be made for the individual.

They have a learning difficulty or disability if they have:

- I. A significantly greater difficulty in learning than others of the same age, or
- II. 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 school

A disability can be defined by:

Many children and young people who have SEN may also 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The four broad areas of need are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs' and the children are identified largely within these areas. These areas exemplify the range of need for which the school can identify and provide support from within the school's provision.

4. Roles and responsibilities

The SENDCO will:

- Work with the headteacher and governors to determine the strategic development of the SEND provision in the school
- Have day-to-day responsibility for the operation of the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and quality first teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date

The link governor for SEND will:

- Help to raise awareness of SEND issues at governor meetings
- Monitor the quality and effectiveness of SEND provision within the school and update other governors on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND provision in the school

The headteacher will:

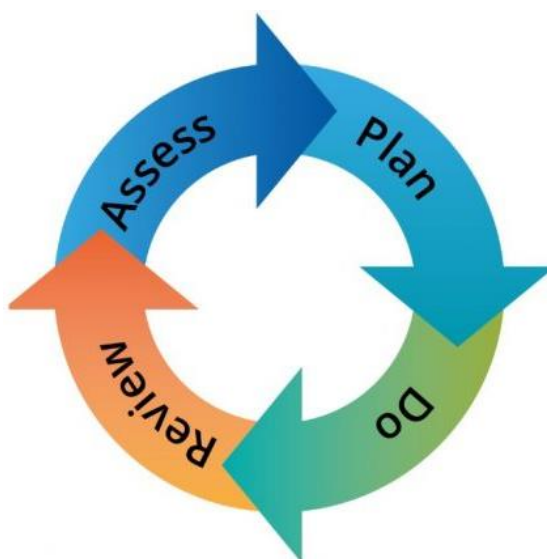
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

All teaching staff are responsible for:

- Monitoring the progress and development of every child in their class.
- Collaborating with teaching assistants and specialist staff to plan, implement, and assess the impact of support and interventions, ensuring they are effectively integrated into classroom teaching.
- Working in partnership with the SENDCO and external agencies to review each pupil's progress and development. They discuss and implement any necessary changes to the provision. For pupils with SEND, this includes regularly reviewing the children's 'Individual Learning Plans' at least once a term.
- Providing access to high-quality teaching and implementing strategies to meet the needs of individuals in the classroom.
- Adapting their teaching methods to meet the strengths and needs of all children, in line with Teaching Standard 5.
- Regular Communication with parents and carers to keep them informed and involved in their child's education.
- Adhering to this SEND Policy and exemplifying the principle that '*every teacher is a teacher of SEND*' as outlined in the Code of Practice (2015).

5. The graduated approach (Assess, Plan, Do, Review)

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



Assess - The initial assessments will be reviewed regularly. This will help ensure that support, strategies and interventions are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan - The teacher, SENDCO, child and parents will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their strengths, needs, specific targets, the support provided and any teaching strategies or approaches that are required. This will be agreed as an Individual Learning Plan (ILP) by staff, SENDCO and parents or carers.

Do - The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. If interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review – Regular meetings between staff, other professionals and parents will take place to review the effectiveness of the support and interventions and their impact on the child's progress. This can happen during annual reviews, termly Individual Learning Plan reviews, Pupil Progress meetings and other relevant reviews to ensure pupil progress. The cycle of assess, plan, do and review is a continual process that professionals and parents/carers engage with.

6. Identification and Assessment

The purpose of identifying pupils' Special Educational Need(s) is to assess and plan what action the school needs to take to provide an inclusive curriculum to ensure the best outcomes for all children.

At Kingsham Primary School, our aim is to identify the needs of an individual pupil by considering the needs of the whole child, not just their Special Educational Needs and/or Disabilities (SEND). A child might be identified as having Special Education Needs and/or Disabilities because they find learning more challenging than others and may need extra support to achieve their full potential. For example, they might have difficulty with:

- Expressing themselves
- Communicating or interacting with others
- Reading, writing and maths
- Regulating their emotions
- Sensory or physical mobility

In the Code of Practice (2015), special educational needs and provision can be considered as **four broad areas of need**:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

Kingsham recognises that the use of these areas depend on the individual as every child is different. For example, children could have a need within one area, there could be children who have needs in more than one area or for some children the precise nature of their need may not be clear at the outset. Therefore, Kingsham will endeavour to recognise the individual child's needs when thinking about how best to support them.

Schools assess all children to identify their strengths and needs and how they can best be supported. At Kingsham Primary School, children who need extra help with their learning may receive additional support under one of the following categories:

- SEND monitoring
- SEND support
- An Education, Health and Care Plan (EHCP)

Referrals to the SENDCO

Concerns can be raised to the SENDCO by parents/carers or by staff. A referral form detailing concerns, strategies tried and agreeing next steps is completed with the SENDCO. This is to gather initial thoughts and concerns to support further identification. This is recorded and kept in a child's electronic or paper file.

Initially, parents and carers should speak to their child's class teacher if they have concerns. However, parents and carers are welcome to contact the SENDCO directly, by phone, email or letter, who will discuss their concerns with them and plan for any appropriate assessments. In certain cases, this would involve making referrals to external agencies.

Assessments

Assessments are recorded termly and shared at Pupil Progress Meetings (which are meetings between the class teachers, senior leadership and SENDCO). If expected progress is not being made, additional support is planned for, such as appropriate resources, interventions or personalised targets. Often this is sufficient to bridge the gap, however, some pupils will require further support. If this is the case, school staff will agree the next steps with you.

As well as academic progress, all teachers complete a Thrive assessment - which is an online assessment, action-planning and monitoring tool - to identify the social and emotional needs of the pupils. This provides the school with an action plan tailored to the social and emotional development of the class designed to improve self-esteem, become more resilient and resourceful, form trusting and rewarding relationships and enable pupils to overcome difficulties and setbacks. From this, individuals requiring extra support with their social and emotional needs will be identified and assessed by the school's Thrive practitioners, Miriam Oelman and Sam Smith, who will develop and regularly review action plans with specific targets and activities tailored to individual needs.

The school also uses various in-house screening checks that can be used to identify areas of strength and specific gaps in learning or development. These include:

- Speech and language checklist
- Speech sounds check
- Fine and motor skill assessment
- Combined specific learning difficulty checklist
- Sensory checklist
- Using [Pebbles \(tiny steps towards a milestone/curriculum expectations\)](#)

The following are not considered to fall under the category of Special Educational Needs, however they may 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 – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- Being a Looked After Child (LAC) or Previously Looked After Child (PLAC)
- Being a child of a Serviceman/woman
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Young Carer

7. Provision for pupils with special educational needs and/or disabilities

Our approach to teaching pupils with SEND

All pupils with identified special needs and/or disabilities are included on the school's SEND register as SEND Support or EHCP (if they have one). As part of the SEND register, we also recognise children's needs as 'SEND Monitoring' if their needs have yet to be fully identified, assessed formally or progress is being monitored by the school SENDCo. Information regarding a pupil's needs will be shared and discussed by the teacher, teaching assistants, SENDCO and any relevant professionals involved. Sharing relevant information is important to understanding a child's learning barriers; therefore, adapting the teaching approach to meet their individual needs.

Quality First Teaching

Teaching staff are responsible and accountable for the progress and development of all the pupils in their class. This will involve appropriate challenge for all pupils and requires quality first teaching. This is the first step in responding to pupils with SEND, which involves teaching staff tailoring methods and materials to meet the needs of all pupils in the class through differentiation, personalisation and/or individualised learning.

An Individual Learning Plan (ILP)

Pupils identified as SEND Support or EHCP will have an 'Individual Learning Plan', which will be agreed between the school, parents and the pupil containing information about their strengths, barriers to learning, Quality First Teaching strategies, termly targets and provision. These are reviewed regularly (at least once a term) between school and home.

Additional provision including interventions

The progress of pupils with SEND is closely monitored and pupils who are not making expected progress, despite quality first teaching, will be offered additional support. Additional support may include targeted interventions and in-class support from school staff. A wide range of interventions are delivered, monitored and evaluated by teaching staff and senior leaders. Some of the interventions include:

- Specific speech and language interventions with groups or individuals
- Catch-up or Keep-up for phonics
- Precision teaching
- Number fluency
- Fine and gross motor skill development
- Narrative Therapy to support reading and writing
- Jumpahead for developing gross motor skills
- Inference training for developing reading skills

To support social and emotional development, the school is using the Thrive approach. This is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. Teachers assess all children and develop an action plan tailored to the social and emotional development of the class; for example, they will develop resilience, improve emotional stability and build self-esteem. These class assessments identify individuals requiring extra social and emotional support and will develop action plans with specific targets and activities tailored to individual needs. This will be led by a trained Thrive practitioner who will work with identified children in groups or one-to-one sessions.

For further information about the Thrive approach, please go to:

<https://www.thriveapproach.com/>

Our Thrive Room can be accessed at other times of the day for children who need emotional or social support. The Thrive Room is also accessed by registered play therapists, the [Mental Health Support Team in Schools \(Thought-full\)](#) and other external agencies for sessions with identified pupils.

Working with other agencies

The school is committed to working in partnership with outside agencies to enhance the quality of the provision made for meeting the special educational needs of each pupil and to work closely with their parents and families.

At Kingsham Primary School, we actively work with and access support from various services – such as, speech and language service, Learning and Behaviour Team (LBAT), Autism and Social Communication Team (ASC), specialist settings (including Littlegreen, St Anthony's) and many more.

Working with families

The school is committed to working in partnership with parents to support pupils with special educational needs and/or disabilities and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. Parents and carers share their views at all stages and are recorded at review meetings and at any other time they discuss the needs of their child.

Should parents wish to discuss a concern they are welcome to make an appointment to do so with the class teacher or SENDCO via the school office.

Parents have access to the SEND policy and can find further help and information, including where to find independent support and advice in the schools SEND Information Report, which can be found in the SEND Information Report.

8. Reviewing pupils' progress

If a child has an Individual Learning Plan then these are reviewed each term through a person-centred review with the parents or carers, class teacher and SENDCO. The views of the pupils are collected prior to this meeting and shared as part of the review process.

If a child has an Education, Health and Care Plan (EHCP), these are reviewed annually as part of the West Sussex process and in line with their annual review guidance. These can involve other professionals. The outcomes in the EHCP are broken down into termly targets using an Individual Learning Plan, which is reviewed each term.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's termly summative assessments, ongoing formative assessments and experiences of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents and carers
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

9. Transition

Effective transition is based on communication between all parties involved so that transition can be carefully planned. Where it is thought necessary, additional meetings and visits are organised to ensure that the pupil, parents/carers and all professionals involved are completely informed and prepared. For children needing extra transition, staff use a transition checklist and plan to ensure actions are clearly identified for individuals. These transition plans are based on the child's appropriate needs. This may include a visit to the child's setting, social stories and a graduated timetable on arrival. Likewise, appropriate support for transition into the next class is also planned annually.

10. Staff professional development and training

Staff training needs are assessed according to the profile of our intake each year and training sessions may be delivered to all staff or specific staff on key areas. All staff members undergo Performance Management which leads to a programme of professional development. All staff disseminate their learning to other colleagues to ensure consistency across the school.

Teaching assistants meet every fortnight as part of their professional development programme and cover areas including supporting pupils develop vocabulary, specific intervention training and enhancing strategies to support pupil progress.

Staff are encouraged to professionally reflect to continually develop strategies and provision for all pupils. The SENDCO's role is to support this evaluation to improve inclusive practice at Kingsham Primary School.

The professional development and training relevant to SEN provision is reported annually in the school's SEND Information Report.

11. Contact details

Parents and carers can raise concerns with class teachers who can advise on day-to-day matters. Staff are available on the playground at the beginning and end of the school day but appointments can also be made for a longer conversation. The SENDCO and Headteacher can be contacted at any time; appointments can be made via the school office.

School contact details:

Telephone number: 01243 784046

Office email: office@kingshamprimary.org.uk

School website: <https://www.kingshamprimary.org.uk/>

Head teacher: Mr Lee Dallinger

Deputy Headteacher and SENDCO: Mr Ian Williams

SEND governor: Sue Palmer

12. Monitoring arrangements

This policy will be reviewed by the school SENDCO, Mr Ian Williams, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the headteacher and governing body.

13. Further information

For further information, please refer to

- The school's SEND Information Report (published on the school website)
- The Local Offer (<https://westsussex.local-offer.org/>)
- The school website (<https://www.kingshamprimary.org.uk/>)