



SEND Policy

January 2019 Review January 2020

OUR FEDERATION VISION

Together we will flourish and thrive,
building on our Christian and local community, for the good of all.

Those who trust in the Lord will find new strength.
They will soar high on wings like eagles. Isaiah 40v.31



Our Federation Values are reflected within this policy as it is through our values of: *respect* for ourselves and others regardless of race, religion, gender, ability and for others: *Hope* that we will all be treated with respect and understanding.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England has changed. New Legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Please note that in this document “school” means any school in The Kite Primary Federation.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure that all children, irrespective of any particular need, are supported to achieve their full potential in terms of their academic achievement and their social and emotional development.
- To provide an inclusive environment in which all children feel valued and confident to participate.
- To ensure that school systems for identification of those children with special educational needs are robust and that children are identified early and provision adjusted accordingly.
- To provide appropriate support to allow all children, including those with special educational needs, to access a wide and varied curriculum that meets the requirements of the new Primary National Curriculum and that offers appropriate levels of challenge.
- To target resources effectively to maximise the learning opportunities for all children.
- To work effectively with external agencies so that school approaches and strategies are guided by appropriate, specialist advice.
- To work closely with parents and carers to ensure that everyone is well informed and contributes to decisions around school provision.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, and health and care services prior to the child’s entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo/Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in

terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- **To work together with the whole Family of schools within the Tuxford Family Collaboration on matters of SEND and behaviour.**

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is the Head Teacher.
- The person co-ordinating the day to day provision of education for pupils with SEN is the SENCo.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, Pupil Profiles or structured conversations and subject and/or behaviour targets for individual pupils.

All staff can access:

- The SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their Pupil Profile or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with

special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. For admission arrangements please visit The Kite Federation website.

Pupils with SEND are known to the Family of schools through the SENCo meetings and transition arrangements put in place on an individual needs basis.

5. Specialist SEN provision

We are committed to whole school inclusion. For more information on our provision for inclusion see section **10**.

6. Facilities for pupils with SEN.

Our school complies with all relevant accessibility requirements:

1. Wheelchair access
2. Access to Assistive technology as required
3. Reasonable adjustments and assistance to ensure increased access to the curriculum
4. Assistance with examinations as identified and required

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

HLN (High Level Needs)

SENCOs will complete the LA forms and at the moderation meeting copies will be available for the group. Members will ask the SENCOs questions regarding the

submissions. If it is agreed the pupils have met the LA criteria for HLN then the submission will be made.

For pupils to be considered for HLN funding they must have previously been moderated and awarded high level AFN funding wherever possible.

The group recognises that occasionally due to the timing of meetings and admissions it may not be possible to moderate all HLN bids in time for submission to the HLN panel. In such circumstances the Family SENCO will seek approval from two other SENCO's prior to submission of the bid and will bring the bid for moderation at the next family SEN meeting.

AFN (Additional Family Funding)

SENCOs will complete the Family AFN forms for pupils who are new to the family or have not previously received AFN funding. Bids will also be re-submitted for review prior to transfer to a new key stage. Bids will prioritise which descriptor of need best addresses the nature of provision applied for. Copies for SENCO's and agency representatives will be available for the group to consider at least a week before each meeting. SENCOs will identify whether they consider the submission to be high or low level weighting and indicate it on the form prior to the meeting. The LA criteria will be used to inform these decisions (see Appendix 1).

At the AFN meetings applications will be sorted into the following areas of need:

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

High level weightings will be considered first. If there is agreement the pupil will be accepted, if not the SENCO might be asked questions regarding that pupil to help reach a fair and equitable decision. This could result in AFN funding at the lower level. The same system is then used for low level applications. Individuals receiving AFN funding can have their level of need altered according to success of outcomes. It is expected that if low level need funding is rejected provision must be made for these individuals from the school's ASN budget.

Each school will keep a list of individuals who are considered to be causing concern, their progress will be monitored by the school and they may be put forward at subsequent family meetings if necessary.

It would be expected that generally any individual put forward for AFN would be at SEN Support Category within school or beyond on the Code of Practice and known to one or more of the external agencies. The support agencies will be asked to give their advice at the moderation process.

Schools will be expected to evaluate the success of the support arrangements for each child and report this to the group as bids are considered at transfer of key stage. On the basis of these reviews provision will be adjusted as necessary.

In addition to the above, some pupils are in receipt of additional funding/resources including pupil premium, LAC, adopted monies and /or equipment. These are then allocated according to individual need.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) 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.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving

and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Educational, Health and Care Plans will be taken at a progress review. The application will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

Telephone: 0300 500 80 80

Email: enquiries@nottsc.gov.uk

or by contacting the **Parent Partnership Service** on:

Helpline: 0115 9482888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is reviewed on a regular basis and agreed by the Governing Body.

A whole school provision map is drawn up following termly data collection and pupil progress reviews for all children inclusive of those identified with special educational needs.

We give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.

- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the school staff together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Additional support is given to ensure participation in physical education, swimming and educational visits as required. Better Reading, AcceleRead Accelewrite and Maths 5 Minute Box are some of the many interventions used on a 1:1 basis for children identified, to increase overall classroom participation.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and the Bassetlaw Primary Behaviour Partnership.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback via discussions and questionnaires from staff, parents and pupils throughout the year. Evidence collected will help inform school development and improvement planning.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

12. Complaints procedure

Please see the Complaints Policy published on the school website.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Staff take part in specialist programmes, professional development days, training organised by the LA and conferences on a regular basis. This might include

government, LA-based training, school cluster, subject, key phase or whole school training. Training is available for all groups of staff, e.g. teaching assistants, NQTs, parents, midday meals supervisors.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

The following services will be involved as and when is necessary:

Schools and Families Specialist Services

Specialist teachers and teaching assistants work with children and young people with a range of complex SEND from birth to nineteen years in homes, early years settings and schools. Providing specialist assessments and interventions, including services for children and young people who are deaf, visually impaired, autistic and have cognitive learning difficulties.

Education Psychology Services

Enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development

Parent Partnership Service

The Parent Partnership Service offers impartial information, support and advice to children and young people, their parents and carers, to enable them to make informed decisions about their child or young person's education.

Physical Disability Support Service

Provides specialist advice to schools to promote the inclusion of pupils with complex physical or medical needs.

Speech and Language Therapy Service

Provides specialist advice to schools to promote communication.

NHS Support

Provides specialist advice to schools such as healthy family team, early help unit, occupational therapy, physio therapy, CAMHS etc

15. Working in partnerships with parents

We believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are welcomed into school on a regular basis through parent evenings and appointments for additional individual discussions can be requested.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child. They are kept up to date and consulted on any points of action drawn up with regards to the provision for their child. The school's SEN Governor can be made available to discuss any issues relating to SEN matters. (see list of Governor responsibilities)

16. Links with other schools

The Head Teacher's joint leadership of Norwell C of E School and St Matthew's C of E School and the partnership of staff and children allows the sharing of training and development activities and shared resources and expertise.

The school is also a member of Tuxford Family Collaboration which enables schools to build a bank of joint resources and to share advice, training and development activities and expertise.

There is a full transition programme in place for all pupils transferring within the Family. Extra transition arrangements are put into place on an individual basis as necessary and all documentation is passed on to the receiving school.

17. Links with other agencies and voluntary organisations

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- School and Family Support Services
- Education Psychology Service
- Behaviour Support Service
- Early Help/ Social Services
- Healthy Family Team
- Speech and Language Service

Representatives from voluntary organisations and other external agencies may be invited to liaison meetings as necessary to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed (Head teacher) _____ **Date** _____

Signed (SENCo) _____ **Date** _____

Signed (SEN Governor) _____ **Date** _____

This policy will be reviewed annually.