

LEARN TOGETHER



ACHIEVE TOGETHER



Special Education Needs and Disability (SEND) Policy

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools - Special Educational Needs Co-ordinators

Schedule 1 regulation 51- Information to be included in the SEN information report

Schedule 2 regulation 53 - Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

UN Convention on the Rights of the Child 1989

Introduction

This policy is written as a foundation for strategies to help identify children with special educational needs. It is the underlying principle that once these children have been identified that the class teacher/ educational support staff and Special Educational Needs Co-ordinator (SENCo) will provide suitable provision and support to enable children to work towards their full potential. This policy follows the Special Educational Needs and Disability Code of Practice: for 0 to 25 years (2014).

Our Vision of SEND at Kippax Greenfield Primary School

We value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We aim to meet individual needs and provide opportunities for children to make good progress. Children should enjoy reaching their goals and have this achievement celebrated. We will work with children, parents and outside agencies to ensure that special needs are understood and appropriately supported. Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support children's learning. This will be part of a planned programme of support and evaluation. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent and confident in their learning.

Convention on the rights of the child:

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 23: You have the right to special education and care if you have a disability, as well as the rights of the Convention, so you can live a full life.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 Your education should help you use and develop your talents and abilities.

What are Special Educational Needs (SEN) and Additional Educational Needs (AEN)?

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

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 (2014, p5)*.

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Funding for Special Educational Needs in Leeds is based on the estimation that 5% of the school population has special educational needs at some point in their educational careers. For the vast majority of children, their needs will be met within school with outside help if necessary and increasingly Leeds City Council is seeking to include children within mainstream schooling rather than in resourced provisions. More able children are also recognised as having special educational needs. (See [Gifted & Talented Policy](#)).

The majority of our children with special educational needs are those who need a specific, targeted programme of additional support beyond normal classroom differentiation to enable them to access and participate fully in the education offered at our school.

Principles

The aims for our children with special needs are supported through the philosophy and ethos of the school where all children are regarded with equal value regardless of age, ability, level, race, gender or physical disability.

All pupils at Kippax Greenfield Primary School are entitled to access to a broad, balanced and relevant curriculum whatever their individual needs.

All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.

All pupils with SEND are fully included in the educational and social life of the school

Parents are involved as partners and are involved in the decision making process.

All pupils with SEND are actively involved in their own learning.

The school will work in partnership with outside agencies/schools.

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Article 29: Your education should help you use and develop your talents and abilities.

Responsibility for co-ordination of SEND provision

The governing body, in co-operation with the head teacher, is responsible for the school's general policy and approach to provision for pupils with SEND and reports annually to parents on the school's policy on SEND.

The head teacher has responsibility for the day to day management of all aspects of SEND provision.

The SENCo, working closely with the head teacher, has responsibility for the day to day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

The SENCO at **Kippax Greenfield Primary School** is **Laura Lightfoot**, who is a qualified teacher and is currently undertaking the National Award for SEN Co-ordination.

Laura Lightfoot is available on **0113 287 6195** or at **lightfl01@brigshawtrust.com**. **The best times to contact are on a Tuesday afternoon between 1pm and 3:15pm.**

The role of the Special Educational Needs Co-ordinator (SENCo)

- The day to day operation of the school's SEND policy.
- Liaising with and advising fellow teachers and **Learning and Teaching Assistants**
- Co-ordinating the provision for children with special educational needs.
- Maintaining the whole-school record of all children with SEND as well as overseeing the individual records held on pupils with SEND.
- Liaising with parents of children with special needs through a letter to request support from outside agencies at meetings to discuss appropriate action.
- Through letters for information, results of assessments etc.
- Oversee and contribute to the in-service training of all staff.
- Liaise with external agencies including the Educational Psychology Service, School Support Services, medical, social services and voluntary bodies.
- Liaise with the Governor for SEND.

- Reporting SEND information to the Governing Body
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.

These duties will involve the SENCO in collaboration with other staff in;

1. Assessing pupils' learning and tracking children's progress to ensure all children meet their potential
2. Observations in class to monitor provision and quality of teaching and learning
3. Overseeing the writing of Individual Education Plans (IEPs, IBP's, PEP's)
4. Reviewing the school's SEND policy in the light of changes in statutory requirements
5. Managing education support staff and others involved in supporting pupils
6. Teaching pupils
7. Counselling pupils
8. Liaising with and advising colleagues
9. Ordering and advising on appropriate resources
10. Collecting information and advice on all stages of assessment.
11. The administration of all stages of the assessment procedure, including Annual Reviews where appropriate
12. Representing pupil's interests at Senior Management Team meetings.
13. Linking with the pastoral system.
14. Networking with other SENCo's
15. Continuing their own professional development
16. Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND
17. To write and publish the school's local offer on the school's website:
<http://kippaxgreenfield.co.uk/about-us/school-policies/>

Role of the Class Teacher

According to the SEND code of practice (2014):

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

It is therefore the responsibility of all teachers to include pupils with SEN within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

The class teacher's duties, in collaboration with the SENCo and support staff, will include:

- Making regular assessments of progress for all pupils and highlighting to the SENCo any children who are not responding to extra support within the classroom.
- Ensuring the insights of the parents and child are included in the target setting process.
- Setting SMART targets that still challenges the child and expects progress.
- Tracking the child's progress towards their targets through observations in the classroom and in discussions with the LTA.
- Reviewing the additional or different to provision that is being made for the child.
- Holding termly review meetings, with parents and child present, to evaluate the progress made towards the targets set.
- Having up-to-date assessments on the children with SEND.
- Keeping informal notes or specific records of incidents which cause concern for any child.

In line with the Disability Discrimination Act 1995 (as amended by the SEN and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we endeavour to:

- Not treat current and prospective disabled pupils less favourably
- Make reasonable adjustments as appropriate

Educational Support Staff

The role of the **LTA's** based in classrooms is to enable pupils with special needs to access the curriculum so that it is broad, balanced and relevant to needs.

LTA's are to participate in in-house training one morning per half term as a collective group. Other training is also offered.

Identification of Children with Special Educational Needs

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. The school's continuous assessment systems provide a means by which we can monitor the progress of all the children as they move through the school. Whole school, class based and individual assessment both formal and informal provide a broad picture of the attainment and progress of each child. These assessments act as indicators, which allow staff to identify where alternative provision may be appropriate. Further discussion with the SENCO may lead to further assessment to identify specific areas of need. Once more detailed assessments are made then we can begin to map out appropriate provision.

Children will be identified as having a Special Educational Needs through a variety of processes.

School based assessments

The following assessments will act as a pointer for further investigation into the possibility of a need for alternative provision.

- Termly teacher assessments.
- Observations and day to day assessment (AfL)
- KS1 & 2 SATs results and optional SATs results throughout KS2
- Assessments made by outside agencies at the request of the school.

Class Review Meetings

Termly meeting between the SENCO and each class teacher act as a forum to discuss the progress and development of all children in the class.

Transfer Information

When a child transfers to Greenfield from another school we receive information which will indicate whether or not a child has previously received alternative provision. We use the information we receive to continue appropriate provision at Greenfield's. When children leave Greenfield's we transfer all SEND records to the new school.

Outside agency Information

Agencies such as Speech and Language Therapist (SLT), Educational Psychologist, SSEN, STARS may provide information as a result of outside referral.

Selecting the Special Educational Provision

When a child is identified as having SEND, we will follow the four-part cycle recommended by the SEND code of practice (2014) to put an effective special educational provision in place. This cycle is outlined below:

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, will assess the pupil's needs. This will draw on teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. The child's development in comparison to their peers and national data will be discussed and the views and experience of parents and pupil will be sought. If relevant, advice from external support services and outside agencies will also be obtained. All of this should be recorded to build a clear picture of need. This assessment should be reviewed regularly. This will help ensure that support and intervention 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

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil 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 should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the child's IEP and will be visible.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should 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. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Types of provision

The SEND code of practice (2014) defines provision as:

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

SEND provision is made by way of a 'graduated response'. Each subsequent response represents provision that is further removed from the standard provision offered to all children in our school. Some children may need to be transferred to response 3 straight away if their needs are particularly complex.

1. Provision made is within the usual classroom environment but with differentiation or alteration to address the needs of the child. At this point, with good quality teaching, most children will begin to make adequate progress i.e. progress made is similar to that of peers starting from the same baseline; matches or better than the child's previous rate of progress; closes the attainment gap between the child and their peers; or prevents the attainment gap growing wider.
2. Provision made beyond the usual classroom environment using small group interventions where a programme is delivered without modification. Children who continue to make inadequate progress despite high-quality teaching targeting their specific needs require this type of support. This type of support will be discussed at pupil progress meetings.

Current provisions of this type used in school include Early & Further Literacy Support, Springboard Maths, Numicon, Quest Literacy, Securing Level 1,2,3,4,5 in maths, Overcoming Barriers in maths, Silver SEAL and colourful semantics.

3. Specific, targeted approaches are used for individuals which may draw upon specialist advice.

This type of provision will normally be based around 1-1 / small group support guided by an Individual Education Plan (IEP) or Group Education Plan (GEP)

Support that is available for improving the emotional and social development of pupils with special educational needs

At Kippax Greenfield Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance list e.g. PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. access to counsellor, mentor time, external referral to CAHMs, time-out space for pupil to use when upset or agitated etc.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

CURRICULUM DELIVERY

To enable children to maintain a positive self image it is recommended that where possible, children work with their peer group in a classroom / peer situation.

It is important that opportunities are created for children to sometimes work in mixed ability groups.

Children with special educational needs will have full access to National Curriculum which is appropriate, broad and balanced where they can achieve work matched to their own level of ability.

SEN SPECIALISM

There are no special units within school.

Provision Map

Although the Local authority no longer uses the terms School Action (SA) and School Action Plus (SA+), children will still be entered onto the school's provision map under one of four codes for the time being. These codes are as follows;

School Action - provision is made beyond that usually offered as part of the standard curriculum.

School Action Plus - provision is made beyond that usually offered as part of the standard curriculum drawing upon advice from external agencies.

Referred for Assessment - children have been referred to an outside agency and are awaiting formal assessment.

EHCP - Children whose needs have been identified through the provision of an Education and Health Care Plan.

Special educational needs and provision falls under four broad areas according to the SEND code of practice (2014) and a child's area of provision will be specified on the provision map and IEP.

1. Communication and interaction (p97)
2. Cognition and learning (p97)
3. Social, emotional and mental health (p98)
4. Sensory and/or physical (p98)

Please refer to the specified pages above in the SEND code of practice (2014) for a detailed outline of each.

Funding For Inclusion (FFI)

Funding is now determined by a local formula and schools receive a notional SEND budget within their overall budget. This amount is not ring-fenced and it is up to the SLT in collaboration with the SENCo to ensure that the amount supports the provision necessary to meet the needs of children with SEND. Funding for children with SEND will be based on the child's achievement as recorded by the Early Years Foundation Stage Profile i.e. not achieving 78 points.

Under these funding arrangements, we as a school need to meet the first £6000 of additional support for each child with SEND before any additional funding is awarded. Only when schools can demonstrate that the child's needs are such additional resources are required above those already delegated will Top Up funding be allocated.

Leeds City Council still funds schools to assist their Inclusion and SEND provision through 7 bands which identify different types of need.

Band	Assessment Criteria
A - Cognition & Learning	Identified centrally by CL through SATs results and teacher assessments
B - Vision	Identified through CL Visually Impaired Team
C - Hearing	Identified through CL Hearing Impaired Team
D - Physical Skills	Identified through external agencies eg. Health Service
E - Communication & Interaction	Identified through external agencies eg. Speech & Language Therapy
F - Behaviour	Funding currently supplied through a formula
G - Medical	Identified through external agencies eg. Health Service

The school has a list of criteria by which to judge children and is able to inform Leeds City Council as and when it feels that children qualify for Top Up funding under the criteria. Children attract funding in years 1, 3, 5 and hold that funding for 2 years before re-assessment. Top Up Funding is allocated on levels and tiers within.

I.E.P. REVIEWS

IEP review meetings will use the approach called 'person-centred planning' ensuring that parents and children are genuinely involved in all aspects of planning and decision making. Each teacher will draw up a one-page profile of the child, at the beginning of the school year, to help ensure that those working with them and their parents have an accessible summary of the information about them.

First and foremost, the targets stated on the IEP will be reviewed at **termly** intervals, in meetings between the member of staff(s) responsible for the Special Education provision and the SENCo. These meetings will be used to:

- Assess the child's present situation and record his / her progress against the learning objectives / targets
- Plan future objectives / targets in detail as well as necessary learning strategies, materials etc.
- Decide whether to change the type of provision that is made for the child.

After a discussion with the SENCo, termly meetings are arranged with parents of children on the Provision Map above to review progress together. Here IEP's (where relevant) are discussed and parents and children are able to use this as a forum to express their needs, wishes and goals. Once everyone is happy, the IEP is finalised, signed and copies of IEP's are given to parents and all those who will be working with the child.

The review meetings should:

- focus on the child or young person as an individual, not their SEND label;
- be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon;
- highlight the child or young person's strengths and capacities;
- enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future;
- tailor support to the needs of the individual;

Children at School Action Plus are reviewed with the involvement of outside agencies, teachers, educational support staff, parents and SENCo.

After these meetings it may be necessary for the SENCo to:

- a. Discuss the child with other teachers and **LTA's** who come into contact with him/her.
- b. Discuss the child with **LTA's** for useful strategies for dealing particularly with behavioural difficulties.

Where a pupil has an EHC plan, this must be reviewed every twelve months (at least) at annual review meetings where all professionals, parents and child will discuss and review the outcomes and provision.

Evaluating the success of provision for pupils with SEN.

The Governing Body, in partnership with the SENCo and other colleagues, will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:

- *Monitor and evaluate the success of short and medium-term targets*
- *Evaluate the impact of tailored provision and programmes of study*
- *Analyse progress data for pupils with SEND*
- *Analyse attendance and exclusion data for pupils with SEND*
- *Monitor progress against SEND priorities in the School Improvement Plan*

Working in partnership with parents

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners.

We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Parent Partnership Service).

Links with other schools

We benefit from partnership links with other schools and institutions in our neighbouring area and in The Brigshaw Learning Partnership.

We particularly endeavour to facilitate a smooth transition for any pupil with SEN joining or leaving the school.

Links to support services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision.

Links and partnerships are developed with Leeds City Council Services and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.

Complaints procedure

The school has well established procedures for dealing with parental complaints. These are detailed in the Complaints Policy.

Admission arrangements

Refer to Kippax Greenfield Primary School Admissions Policy.

THIS DOCUMENT IS TO BE USED AS A SCHOOL POLICY AND AS AN INFORMATION GUIDE FOR PARENTS.

Policy written by S. Edwards September 2014

Reviewed and amended by L. Lightfoot March 2017