



Kirkby Malzeard CE Primary School

SEND POLICY

The Special Educational Needs Co-ordinator (SENCo) is **Mrs Andrea Peacock** and can be contacted on 01765 658329

The Governor responsible for Special Educational Needs (SEN) is **Karen Pickles**. She can be contacted via the school.

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

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 - 25 (January 2015)
- Kirkby Malzeard CE Primary School SEN Information Report (2016-2017)
- NASEN guidance 2014
- LA Local Offer

The policy was co-produced by the SENCO and SEND Governor in liaison with all staff, governors and parents of children with SEND in light of the current reforms.

Our beliefs and values:

- All pupils are the shared responsibility of all staff, including children with SEND.
- All pupils are entitled to a broad and balanced curriculum which is personalised to allow each pupil to make maximum progress.
- All pupils are equally valued and their views are important.
- Parents should be involved as partners in their child's education.
- Early and accurate identification of vulnerable children alongside each learners' needs is essential.
- Governors have full and confidential access to the information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

We aim:

- to be an interesting, friendly community school with modern facilities;
- to be an outstanding, inclusive and forward-looking school;
- to inspire everyone to achieve their full potential;
- to equip pupils with the skills, confidence and happiness to lead a rewarding, fulfilling and successful life;
- to provide high quality, enthusiastic, caring teaching, tailored to each child's individual needs and ability.

The key objective of this policy is to ensure that our school makes high-quality provision for vulnerable pupils, those with SEN or who are disabled.

"All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training." (6.1 final draft CoP).

To achieve this we shall:

- identify and provide for pupils who have special educational needs and additional needs;
- raise the aspirations of and expectations for all pupils with SEND;
- focus on outcomes for children with SEND and their families;
- work within the guidance provided in the SEND Code of Practice 2015;
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs;
- provide a SENCO who can support and advise all staff working with children with SEND.

1. Identification of SEN

The identification of SEN is built in to the overall approach to monitoring the progress and development of all children. According to the SEND Code of Practice:

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 or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her 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.

We recognise that, although the following may impact on progress and attainment, they are **NOT** SEN:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

2. A Graduated Approach to SEN Support

The process by which we identify and manage children with SEN is as follows:

- Teachers and the SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. Specialised assessments from external agencies and professionals may also be taken into consideration.
- This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions is added to the pupil's record on the school SEND information system and shared with parents.
- When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place where necessary. This SEN support takes the form of a four-part cycle: **ASSESS - PLAN - DO - REVIEW**.
- An Individual Provision Map (IPM) is drawn up based on the teacher's assessments and experience of the child along with the views of parents and the pupil. It outlines what we want the child to be able to do, explaining how this will be achieved, assessed and reviewed.
- The IPM is reviewed regularly at a meeting between the teacher and parents. These meetings occur at least termly and may also involve the SENCO, external agencies and/or the child. Information is given about the impact of any interventions which have taken place and the progress made towards the desired outcomes. Next steps are discussed and new outcomes are agreed. The main points of the discussion along with the parents' and pupils' views are carefully recorded.

3. Roles and Responsibilities

The **Headteacher** has ultimate responsibility for the provision for all learners in the school, including those with SEND.

The key responsibilities of the **Governors** include:

- appointing an SEND Governor who is a champion for pupils with SEND;
- ensuring the SENCo has the relevant qualifications and has sufficient time away from teaching to carry out the role effectively;
- ensuring the SEND Policy, SEND Information Report and link to the Local Offer are current and can be easily found on the school website;
- ensuring that the SENCo and SEND Governor meet termly to discuss and review practice;
- monitoring data with respect to vulnerable groups, including monitoring the impact of interventions;
- challenging the leadership through informed questioning;
- undertaking learning walks in school with a focus on SEND;
- ensuring that there is appropriate and continuing professional development taking place for all staff with regard to SEND;
- holding the school to account for its use of SEND spending and its impact;
- obtaining and responding to the views of pupils with SEND and their families, including when a complaint is made.

The key responsibilities of the **SENCO** include:

- ensuring that staff and governors are aware of and have access to the new reforms as set out in the SEND Code of Practice (January 2015);
- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating and monitoring provision for children with SEND, in class or as part of an intervention;
- assessing and monitoring the impact of the support work and interventions put in place.
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- advising on the graduated approach to providing SEN support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with TA's, early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- arranging annual review meetings for children with a statement of SEN or EHC plan in line with statutory requirements;
- meeting with the SEND Governor and submitting a report to the Governing Body on a termly basis;
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date and secure.

The key responsibilities of **teachers** include:

- the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- providing high quality teaching, differentiated for individual pupils, in responding to pupils who have or may have SEND;
- providing a learning environment which is supportive to all children, including those with SEND;
- being familiar with Section 6 of the SEND Code of Practice;
- contributing to the early identification of SEND by closely monitoring the progress of all pupils and flagging up any concerns with the SENCO;
- engaging parents in a structured conversation at least termly and involve them in planning and reviewing any interventions and provisions required for the child;
- listening and responding to the views of pupils with SEND;
- liaising closely with TAs delivering intervention programme for children in their class and reinforcing the work of the intervention in class;
- seeking advice and support when necessary, attending training and liaising with external agencies to ensure knowledge and skills are up to date.

The key responsibilities of **teaching assistants** include:

- liaising closely with the classteacher, SENCO and subject leaders of interventions they are delivering;
- working closely with classteachers at all times to promote high quality teaching and learning;
- carrying out assessments under the guidance of the English and Maths subject leaders and/or the SENCO prior to commencing an intervention programme and on exit from the programme so that the effectiveness and impact of the intervention can be effectively monitored;
- attending training, liaising with specialist teachers and delivering interventions with fidelity to the programme and in line with training.

4. Further procedures relating to SEN

The SEND Information Report (see our website) gives further information about procedures related to SEND. This document outlines what parents of children with SEND can expect from our school. It is important that all governors and staff are aware of its contents and committed to the approaches to identifying and responding to SEND which it sets out. Within the document, which is reviewed annually, there is additional information regarding monitoring and evaluating the effectiveness of the SEN provision, managing transition, handling complaints, involving parents and carers of children with SEND, pupil voice, participation and engagement of children with SEND, looking after the social and emotional development of children with SEND and support for Looked After children with SEND.

Approved by governors	December 2015
Reviewed	November 2016 reviewed changes to named SENCO
Review Due	November 2017

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