

Kedington Primary Academy
Special Educational Needs and Disability (SEND) Policy

Date Approved	
Signed	Martin Brown (Chair of Governors)
Minuted	(Date)
Date of Next Review	February 2019

Introduction

This Academy provides a broad and balanced curriculum for all children. The Chris Quigley Essentials Curriculum is our starting point for planning and the class teacher is responsible for the progress of every child. Planning is expected to meet the specific needs of individuals and groups of children in each class and class teachers are required to identify pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which is (but is not limited to):

- significantly slower than that of their peers starting from the same baseline;
- failing to match or better the child's previous rate of progress;
- failing to close the attainment gap between the child and their peers; or
- widening the attainment gap.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who need additional support. Where planning is appropriate and progress is less than expected, a child may need additional support through targeted interventions. If progress is still less than expected the child may have Special Educational Needs (SEN). Such children may need additional or different help from that given to other children of the same age. It may also be appropriate to seek guidance from external agencies to provide strategies for supporting the child. Children may have special educational needs at any time during their academy career and this policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The SEND Code of Practice 2014 requires the Academy to have a qualified teacher designated as SENCO. At Kedington Primary Academy the SENCO is Miss Tillmanns (ktillmanns@kedingtonprimary.co.uk). The SENCO has an important role to play with the Headteacher and Governing body, in determining the strategic development of the SEN policy and provision in the school..

SEND at Kedington

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for at the earliest opportunity;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;

- to ensure that our children have a voice in this process;
- to establish effective liaison with other professional bodies.

Types of SEND

Around 7.6% (16 pupils) of our children are receiving SEN support or have an Education, Health and Care Plan (EHC). As of the 1st September 2014, all new requests for statutory assessment will be for the new EHC assessment. If a child continues to demonstrate significant cause for concern, a request for an EHC assessment will be made to the Local Authority (LA). A range of written evidence about the child will support the request and, if an EHC plan is granted, this will stay in place until the child is 25 years old, provided the child remains in education. An EHC plan is reviewed annually and could see the support increase or decrease and could also see the objectives change.

Types of SEND which we currently support include children with diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- Autistic Spectrum, Asperger Syndrome, Language Disorders

Cognition and Learning

- Dyslexia, Dyspraxia and Dyscalculia, Moderate Learning Difficulties (MLD), Global Developmental Delay

Social, Emotional and Mental Health

- ADHD, Emotional Difficulties, Mental Health Difficulties

Physical and Sensory

- Hearing Impaired
- Visually Impaired

Educational inclusion

In our Academy we have high expectations of all our children and we aim to offer excellence and choice to all children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation, because we want all our children to feel that they are a valued part of our academy community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- have different learning styles;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Planning support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

At Kedington Primary Academy, we support children in a manner that acknowledges their entitlement to share the experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation, but there are times when to maximise learning, we ask the children to work in small groups outside of the classroom. Teaching assistants work with the class teacher and the SENCO to ensure effective pupil progress and narrow the gaps in performance. Responsibility for the progress of a child with SEN will always

rest with the class teacher however and, whilst teaching assistants and learning support assistants can be part of a package of support for the individual child, they will never be a substitute for the teacher's involvement with that child.

How do we identify children who have additional needs and/or special educational needs?

Children with SEN are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of high quality teaching, they are discussed with the SENCO and/or a member of the Senior Leadership Team (SLT) and a plan of action is agreed.
2. Class teachers are continually aware of children's learning. As recommended by the 2014 Code of Practice, they 'seek to identify pupils making less than expected progress given their age and individual circumstances'.
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by high quality teaching or some parental support. Otherwise, the child is placed on the additional needs register or the SEN register, where additional support is put in place.

Where a pupil is identified as having SEN, the teacher will work with the SENCO to take action to remove barriers to learning and put effective special educational provision in place. The SENCO is able to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

How do we track children's progress?

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, within their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Interventions are planned and targets are assessed and reviewed in half termly blocks. A decision is then made to either continue the intervention, engage in a different one or allow a period of consolidation in class.

All children on the SEN register will have a personalised support plan and one page profile that contains learning targets, which are reviewed at least three times throughout the year. The support plans are shared with the child and staff working with the child so that targets can be regularly practised through interventions and during daily lessons. These should also be shared with the parents during parents meetings throughout the year. The plan will include the short-term SMART (Specific, Measurable, Attainable, Realistic and with a Timescale) targets set for the child, the provision and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place at three key points

in the school year. The support plan is the responsibility of the class teacher with support and advice from the SENCO.

If through discussion with the SENCO and the class teacher, the school identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the academy by external support services such as the Educational Psychology Service, Speech and Language Therapists, health professionals, social services or other specialists.

At Kedington the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for, and manages the responses to, children's special educational needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- maintains a register of SEN and ensures that office staff have sufficient information to maintain the school's data management system accurately;
- acts as a link with parents;
- acts as a link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the Governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff by attending courses and conferences, disseminating information through staff meetings and arranging specific in-service training sessions when necessary.

The role of the Governing body

The Governing body has due regard to the Special Education Needs & Disability (SEND) Code of Practice when carrying out its duties toward all pupils with special educational needs and does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children.

The Governing body has identified a Governor to have specific oversight of the Academy's provision for pupils with special educational needs and the SEN Governor ensures that all Governors are aware of the Academy's SEN provision, including the deployment of funding, equipment and personnel.

The 'responsible person' in this Academy is the SENCO.

Allocation of resources

The Headteacher, supported by the SENCO, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the Academy. The SEN budget figure is included in the whole Academy annual budget and this allocation is based on a fixed sum.

For children with complex needs the Academy has to apply for High Tariff Needs (HTN) on a termly basis. Evidence has to be forwarded to the LA which profiles how the children are performing in language and literacy, mathematics, personal and social development and sensory, physical and medical needs. This funding mechanism also applies to the Early Years Foundation Stage.

The Headteacher informs the Governing body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENCO meet to agree on how to use funds. The SENCO maintains a SEN Action Plan and draws up the resources bid when the Academy is planning for the next Academy Development Plan. The SENCO draws up termly provision maps for all year groups based on

information from class teachers.

Partnership with parents

The Academy works closely with parents in the support of those children with special educational needs, as we believe that regular and effective engagement with parents often leads to improved pupil outcomes, attendance and behaviour. Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed on the SEN register
- Discuss assessments that have been completed
- Agree a plan and provision for the next term

Parents are then invited to a meeting each term to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve them; and identify the responsibilities of the parent, the pupil and the Academy. We inform parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The Academy prospectus contains details of our policy for special educational needs and the arrangements made for these children in our Academy. The SEN Governor is always willing to talk to parents.

Pupil participation

In our Academy we encourage children to take responsibility and to make decisions. This is part of the culture of our Academy and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills and children are involved, at an appropriate level, in setting targets in their personalised support plans and in reviewing their progress in their review meetings. We recognise success here, as we do in any other aspect of Academy life.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and Governors with regular summaries of the impact of the policy on the practice of the Academy. The SENCO is involved in supporting teachers involved in drawing up personalised support plans for children and the SENCO and the Headteacher hold regular meetings to review the work of the Academy in this area. The SENCO and the Governor with responsibility for special needs also hold meetings on a termly basis. The Governing body reviews this policy annually and considers any amendments in the light of the annual review findings.