



Kinderley Community Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Headteacher's signature:	Date:
Chair of Governors' signature:	Date:
Review Date:	March 2027

INTRODUCTION

Point of Contact

The school Special Educational Needs and Disability Coordinator (SENDCo) is Mrs Faith Bickerdike.

SENDCo Contact Details:

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Governor responsible for SEND: Darren Farrer

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Introduction

Kinderley Community Primary School is an inclusive school where every child is valued and encouraged to strive to achieve to the best of their potential and to develop positive attitudes towards their learning, their community and the world as a whole. We are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the school environment. We promote a happy and caring non-judgmental environment and encourage self and mutual respect for all.

Safeguarding is a high priority in our school, and we are committed to promoting the welfare of all children. All policies are developed with children's safety and welfare at the forefront. All of our policies should be read and informed by other policies and are all interlinked.

This SEND policy is written to comply with the 2014 Children and Families Act and its associated regulations together with the Equality Act 2010 and follows the statutory guidance from the SEND Code of Practice 0-25 Years (2015). It relates to children with special educational needs and/or a disability.

What are the aims and objectives of the SEND policy?

We will do all we can to ensure that the needs of all pupils are identified, and appropriate support is provided. Parents will be included in discussions and planning relating to their child from the early stages. We will do this by:

- ensuring that early identification and necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them using our best endeavours to ensure that pupils who have special educational needs or a disability join in the activities of the school together with pupils who do not have special educational needs or a disability

- following the Special Educational Needs and Disability Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs or a disability
- involving the children themselves in planning for their own provision and valuing what they contribute
 - encouraging parental involvement with any special provision made for their child,
 - monitoring and evaluating any special provision made to ensure its effectiveness and adapting the provision to lead to higher rates of success
- reviewing and reporting annually on the policy and effectiveness of the school's provision for pupils with special education needs via an Information Report

Definition of Special Educational Needs and Disability (SEND)

As outlined in the SEND Code of Practice (2015) SEND is defined as:

A child or young person has SEND 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 facilities of the kind generally provided for others of the same age in mainstream schools.

Many children who have SEND may have a disability under the Equality Act 2010 - that is 'physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health condition such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child requires SEND provision they will be covered by SEND definition.

SEND provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special school in the area.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if, despite regularly monitored quality first teaching and a clear understanding and identification of a child's needs, a pupil continues to not make adequate progress. Children's progress and attainment is monitored closely using the school's tracking system. Individual children's progress is discussed between the Class Teacher and

the Senior Leadership Team. The SENDCo will work alongside the Class Teacher to ascertain whether a child has a learning difficulty.

For identification purposes there are 4 areas of broad need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health.
- Sensory and / or physical

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for additional educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have additional needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

A child with behavioural difficulties will not be regarded as having a special educational need and will not automatically be placed on the school's SEND register. All children placed on the register will receive special needs support appropriate to their identified needs. Funding for this support will come from the school's notional SEND budget. There is additional funding to meet the needs of pupils with complex needs which will be provided by the Local Authority.

The school will assess each child's current levels of attainment on entry. IF the child already has an identified special educational need, this information must be transferred to the class teacher and the SENDCo.

The allocation of Special Needs Resources is based upon the school's special needs register. This is completed at the beginning of the school year, is updated at least half termly and events, visits from external agencies and meetings logged as necessary. Teaching Assistant time is used to support learning programmes, the social and emotional needs of identified children, speech and language and occupational therapy programmes for children on the SEND register.

There are a number of ways in which pupils might be identified as having barriers to learning, including:

- At 'Pupil Progress Meetings' - Teachers meet with a member of the senior leadership team regularly as part of these meetings to discuss children's progress - concerns could be raised if pupils are not making expected progress
- Monitoring - Senior leaders monitor termly assessments, data, books and lessons as part of their monitoring activities, and could then identify pupils not making expected progress
- Parents' Evenings - Teachers meet parents/carers regularly for 'Parents' Evenings' during which parents could identify concerns about their child's progress

- Referrals - Teachers can refer children to the SENDCo if they have concerns about a specific child or want support in putting provision/interventions in place for children who aren't making expected progress

We have a flow diagram (figure 1) to show how this process should look once a child has been identified as not making expected progress:

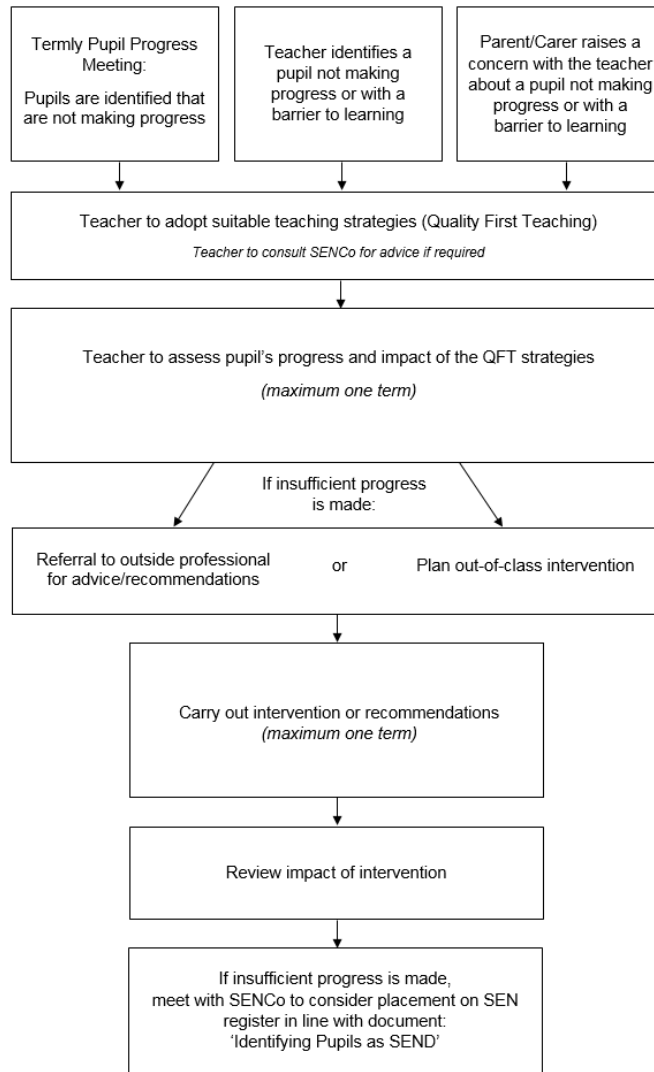


figure 1

Children classed as having SEND (Special Educational Needs or Disabilities) can be identified in the following ways:

1. Has difficulties in one or more of the Four Broad Areas of Need, despite intervention

The areas of need are:

1. Communication and interaction
2. Cognition and learning (standardised scores below 84 or at least 2 years below age-related expectations)
3. Social and emotional and mental health difficulties
4. Sensory and/or physical needs

We have some assessments in school and some access to assessment through the Specialist Teaching Team; Tests and assessments can help to identify particular barriers and/or provide standardised scores which can often help us to know whether a child has special educational needs.

2. Receives ongoing support from external agencies, therapeutic services or advisory services.

For example, a pupil may receive continuing support from professionals such as:

- Speech and Language Therapists
- Occupational Therapist
- Children and Adolescent Mental Health Service
- Paediatrician

3. Has a diagnosis/diagnoses that could impact on a pupil's ability to access the curriculum

Diagnoses could include, but are not limited to, the following:

- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Dyslexia/Dyscalculia
- Developmental Co-ordination Disorder (Dyspraxia)
- Sensory Processing Disorder
- Oppositional Defiant Disorder

4. Has a disability

A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a child's ability to do normal daily activities.

If a child is considered by school to have Special Educational Needs/Disabilities, then they will be placed on the school's SEND Register. Parents will be informed if children are added to or taken off the register.

A Graduated Approach to SEND Support

Quality First Teaching

First and foremost, we believe that the biggest impact on teaching and learning of all pupils is quality teaching in the classroom (Quality First Teaching). Therefore, all teachers are expected to plan differentiated lessons so that all children can access the curriculum. Examples of differentiation methods include: a differentiated learning objective; use of different resources; planned adult support; extra time to complete a task. Some children may need specific resources to support their learning; examples of this are: a laptop to type rather than hand-writing pieces of work; an easy-speak microphone to record ideas and then write as pupils play it back to themselves; first and next boards to communicate what task should be completed first before moving on. These strategies can be recorded on the One Page Profile (OPP) so that all staff are aware of what works well for pupils in lessons.

Those children working well-below the year group expectations will often need a separate programme of study, particularly for English and Maths. Teachers are expected to provide planning for the teaching assistants in delivering such a programme, and to be part of the delivery and assessment on a regular basis.

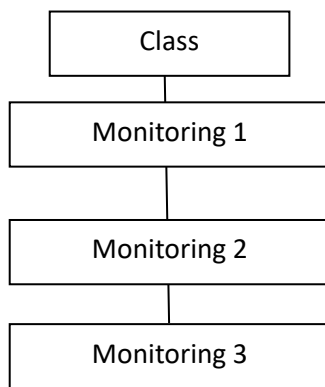
Assess, Plan, Do, Review

If Quality First Teaching does not give the pupil enough support to make progress, then we refer to the flow diagram (see figure 1 above). This means **assessing** the pupil; **planning** provision (intervention in or out of class); carrying out (**doing**) the intervention, and **reviewing** its success (at One Page Profile meetings with parents, Pupil Progress Meetings or through submission of intervention programme impact forms submitted to the SENDCo. At this point we then amend the provision to ensure progress in the following term (and at this point some children may need to be added to the SEND Register).

Most interventions are not planned to last for longer than one term, unless stated otherwise in the guidance for specific programmes (such as First Class @ Number which takes up to 12 weeks to deliver, and Catch-Up Literacy which takes between 6-12 months).

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of class work by the class/subject teacher. Through careful planning the teacher will define what the pupil is expected to learn. It is always the responsibility of the class/subject teacher to assess whether the objective has been achieved.

Flowchart



Monitoring 1 -Once there is evidence that current rates of progress are a cause for concern, the pupil's class/subject teacher will:

- Inform the SENDCo
- Give special help in the classroom through good quality first teaching
- Monitor and review the pupil's progress

Monitoring 2 - A move to this phase of the graduated response is triggered if the pupil, despite receiving differentiated learning opportunities:

- Makes slower than expected progress, even when teaching approaches are targeted particularly in an identified area of weakness
- Shows signs of difficulty developing literacy or numeracy skills that result in poor attainment in these areas
- Presents persistent emotional and/or behavioural difficulties that are not controlled by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make inadequate progress despite the provision of special equipment
- Has communication and /or interaction difficulties and continues to make inadequate progress despite the provision of a differentiated curriculum

Where these outcomes are identified, the following action is taken:

- The SENDCo, Headteacher will identify intervention programmes additional to or different from those provided as part of the school's usual differentiated curriculum
- The class teacher or SENDCo consult formally with parents on the Additional Needs that have been identified and the strategies that will be adopted, and parents are invited to sign the Baseline Intervention Data
- The SENDCo registers the adoption of School Support for the pupil and informs the head teacher
- The class teacher, learning support assistant and SENDCo, as appropriate, deliver the agreed interventions, and monitor progress

- The SENDCo and class teacher formally review progress with the intervention at the end of the programme, or more frequently where appropriate. Consultation with parents is then carried out

Monitoring 3 - A move to this phase of the graduated response is triggered if, despite having had an individualised programme and/or concentrated support under Monitoring 2, the pupil:

- Continues to make inadequate progress in specific areas over a period of time
- Continues working at National Curriculum levels substantially below those expected
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the class group
- Has sensory or physical needs that require additional specialist equipment and/or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impeded the development of social relationships and cause substantial barriers to learning

Where these outcomes are identified, the following action is taken:

- SENDCo and the class teacher, in consultation with parents, ask for help from external services
- Class teacher and SENDCo are provided with advice or other support from outside specialists
- Additional or different strategies to those at Monitoring 2 are put in place, and these are reflected in the OPP, in consultation with parents
- The SENDCo registers the adoption of Monitoring 3 for the pupil and informs the head teacher
- The class teacher, learning support assistant and SENDCo, as appropriate, deliver the agreed interventions, and monitor progress
- In consultation with parents, the SENDCo and class teacher formally review progress with the APDR cycle at three monthly intervals, or more frequently where appropriate
- The SENDCo takes the lead in any further assessment of the child, and in planning future interventions, in discussion with colleagues

Statutory Assessment

A move to this phase of the graduated response is triggered if, despite having had an individualised programme and/or concentrated support under Monitoring 3, the pupil continues to make inadequate progress against the targets set in the OPP. Where this is the case, the following action is taken:

- The SENDCo collects evidence from colleagues in school and external agencies as appropriate, and prepares an application for an EHCP
- The SENDCo and class teacher consult with parents, and obtain their agreement to the submission of the application
- The head teacher is informed, and the Additional Needs register is amended
- The application is submitted to the LA so that it can consider the need for statutory assessment and, if appropriate, make a multidisciplinary assessment

Where the LA approves the application, action is taken as set out in the Education, Health & Care Plan phase below. Where the application is rejected, Additional Needs provision continues to be delivered within Monitoring 3

Education, Health & Care Plan (EHCP)

In the event that the application is approved, the following actions are undertaken:

- The LA make an EHCP and arrange, monitor and review provision
- The SENDCo informs parents, the head teacher and colleagues of the provision made
- Annual targets are set, within the LA provision, and broken down into termly APDR cycles as a basis for monitoring and review

MANAGING PUPILS' NEEDS ON THE SEND REGISTER

SEND Register

When children are added to the SEND Register, the following information is included:

- Year group
- Class name
- Gender
- Date of birth
- Whether we receive Pupil Premium funding for them
- Whether they are SEND Support or have an EHCP (Education Health Care Plan)
- Their needs - specifically what their main needs are from the following list:
 - VI - Visual Impairment
 - HI - Hearing Impairment
 - SpLD - Specific Learning Difficulty
 - SLCD - Speech, Language and Communication Difficulties
 - ASD - Autistic Spectrum Disorder
 - SEMH - Social, Emotional and Mental Health
 - MSI - Multi-Sensory Impairment
 - PD - Physical Disability
 - MLD - Moderate Learning Difficulty
 - SLD - Severe Learning Difficulty
 - PMLD - Profound and Multiple Learning Difficulties

- D - Disability
- Any diagnoses & dates
- List of any professionals involved

The SENDCo also keeps a 'monitoring' list of any pupils who have been assessed for SEND or had outside professionals involved at some point in the past, but do not qualify for the SEND Register. Both the SEND Register and Monitoring list are shared with class teachers and updated half termly. This ensures smooth transitions for children with SEND when moving into a new year-group.

Interventions or SEND Programmes

If a pupil needs more than Quality First Teaching to meet their needs, we have teaching assistants who are trained and/or experienced in delivering specific interventions, such as First Class@Number, Success@Arithmetic, Beat Dyslexia and Toe by Toe, Read write inc tutoring. If outside professionals recommend certain programmes or give objectives, we encourage them to come in and train our staff to deliver these.

Every term, the SENDCo allocates pupils from across the school into interventions or SEND programmes, which are mostly delivered by teaching assistants in the afternoons. These are based on recommendations from outside professionals, data/assessments of pupils where gaps or particular needs are identified, or where children with SEND need specific programmes to support their specific needs (to fulfil objectives in the Education Health Care Plans or targets on children's One Page Profiles). All children receiving interventions will be assessed before and after the intervention. This data is submitted to the SENDCo who tracks the interventions and pupils through provision maps.

MONITORING AND EVALUATION OF SEND

Termly, the SENDCo:

- Analyses the data of all SEND children in terms of progress and against national expectations (attainment);
- Analyses the impact of interventions in terms of progress against set objectives and the impact.

The SENDCo reports regularly to the link SEND governor who in turn feeds back to the full governing body. Parent feedback is gained for EHCP children through annual reviews and with 'SEND Support' pupils' parents through termly One Page Profile meetings between the class teacher and the parents.

Children with SEND are specifically interviewed as a small group by a member of staff to ask about their learning, the support they receive and their targets. This is to ensure we are aware of their perception of what is in place so that we can make adjustments accordingly.

Roles and Responsibilities

Governing Body

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
- Ensure that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEND policy
- Have a named member for Special Educational Needs.

Headteacher

The Head Teacher has overall responsibility for management of Additional Needs policy, for assessment and provision for pupils with Additional Needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the head teacher in the first instance.

- The headteacher will work closely with the School's SEND Co-ordinator.
- The headteacher will use Pupil Progress Meetings to help teachers to identify children who need further differentiation or intervention, and refer them to the SENDCo.

Special Needs Co-ordinator (SENDCo)

- The SENDCo is Mrs. Bickerdike. The SENDCo, working closely with the Head teacher, Senior Leadership Team and teachers will:
 - Be closely involved in the strategic development of the SEND Policy and provision to raise the achievement of pupils with SEND.
 - Have responsibility for the day-to-day operation of the School's SEND Policy, and for co-ordinating provision for Pupils with SEND, particularly with children on the school's SEND register. She will work closely with staff, parents/carers and other agencies.
 - Seek to develop effective ways of overcoming barriers to learning.
 - Be involved with monitoring the standards of pupil's achievements and in setting targets for pupil improvement.
 - Oversee the records on all pupils with SEND.
 - Liaise with and advise staff.
 - Contribute to the in-service training of staff.
 - Liaise with external agencies including the LA Support Services; Educational Psychology Services; Health and Social Care and voluntary bodies.
 - Assist with and monitor interventions and map progress.
 - Monitor, evaluate and report regularly to Head.

Class Teacher

- The provision of High Quality First Teaching is the foundation to effective SEND progress.
- The teacher must fully involve the parents at all stages of the above process. Parents need to be aware that their child has difficulties at the earliest opportunity. No action should be taken without informed parental consent, particularly involving outside agencies/professionals and assessments.
- The teacher has the responsibility for the provision of work, activities and assessment related to the targets on the One Page Profile and also keeping any 1-1 teaching assistants fully informed about the needs and progress of the pupil.
- The teacher has a responsibility to involve the pupil and encourage as much participation as possible in his/her reviews and development targets.

Support Staff

- Some teaching assistants are trained to deliver specific interventions and are monitored by the SENDCo.
- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND.
- Training to meet the needs of support staff is arranged according to whole school and individual pupil needs.
- Support staff are encouraged to discuss issues relating to SEND with the SENDCo. Where individual and group training needs are identified of support staff the SENDCo or Head teacher will facilitate training.
- Support staff are usually included in whole school training sessions relative to specific children or needs.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEND Code of Practice, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEND.
- The SENDCo may be involved where further advice or discussion is needed.
- Monitoring suggests that where strong liaison between class teacher, teaching assistant and the SENDCo exists, the needs of the pupil are met more effectively.

'Responsible Person'

The Responsible Person, the head teacher, will ensure that, once they are informed by the LA that a pupil coming to the school has special educational needs, these needs are made known to all who are likely to teach them.

CRITERIA FOR EXITING THE SEND REGISTER

Where specific planned provision has been successful and a pupil no longer fulfils the criteria, then they should be removed from the SEND register and monitored for progress through Pupil Progress Meetings for the following academic year. Parents will be informed if children are to be removed from the SEND Register.

TRAINING AND RESOURCES

The Local Authority disseminates funds for all pupils in our setting (notional funding). Currently schools are asked to find the first £6000 for SEND pupils out of that notional funding. Additional money is usually allocated by the Local Authority to support pupils with high levels of need if they have an EHCP (Education Health Care Plan). Out of this funding, the school funds training, resources and support for SEND.

The governors, through the Finance committee, will allocate funds to meet the needs of pupils with additional needs. At the meeting that approves the budget, the Finance Committee will draw the attention of governors to the amounts delegated to the school by the LA and to the amounts allocated for Additional Needs in the proposed school budget.

The Headteacher will manage the funds allocated with the governors to meet the differing needs of the pupils in the school with additional needs.

The governors require the Headteacher and SENDCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In-house training is arranged by the SENDCo as required to address current issues or needs within school (either by the SENDCo or an outside professional/agency). If there is any staff training locally that addresses the needs of pupils, the school may send staff members if funding allows, and if the training supports the current priorities for those children.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the SENDCo cluster meetings, as well as County Sendco briefings, in order to keep up to date with local and national updates in SEND.

SUPPORTING PUPILS AND FAMILIES

Parents/carers of all pupils at Kinderley Community Primary School are invited to parents' evenings (at least twice a year) and receive a written report annually. However, parents are welcome to request extra meeting with the class-teacher at any time in the year should they have any concerns.

Parents of SEND children will be invited to SEND termly meetings with the class-teacher (and SENDCo where possible) to discuss provision, share concerns and review progress by updating the pupil's One Page Profile, including their targets. These meetings should take place at the end of the autumn, spring and summer terms. Where possible, the class-teacher for the following academic year should attend the summer meeting as part of the transition process.

Useful Documents

Parents and carers can find the Local Authority local offer here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. At the start of every academic year, parents are requested to provide up-to-date details regarding any medical issues. From this, care plans are written if required. For more detail, please read the Administering Medicines Policy.

School Nursing Team

Our school nursing team can offer advice and support to pupils and their parents/carers.

STORING AND MANAGING INFORMATION

All electronic data and information is stored on our server which is password-protected. Paper data is kept securely in school in a locked cabinet that only the headteacher and SENDCo have access to. All data for SEND pupils is stored on an encrypted drive that is only accessible at school via an external password protected portal. All children identified as SEND will have records kept for DOB of the pupil + 30 years. All data/paperwork will then be disposed of accordingly.

ADMISSIONS AND INCLUSION

Admissions and Inclusion

The currently agreed admissions policy for Kinderley Community Primary School makes no distinction as to pupils with special educational needs. Within the admission policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with a statement of additional needs, the Inclusion Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that s/he has additional needs.

As a school we will support the transition of all children with SEND as necessary. All children with SEND are encouraged and supported in extra-curricular activities in school. Special provision for their needs is met as appropriate.

ACCESSIBILITY

For information, read the Accessibility Policy and Accessibility Plan which can be found on the school website.

DEALING WITH COMPLAINTS

We welcome feedback and suggestions from our parents. They can email or write to the school or make an appointment with the SENDCo or Head-teacher by visiting the school office, emailing: office@Kinderley.cambs.sch.uk or calling 01945 870374.

See the website www.kinderley.education or our school office for our Complaints Policy. Should parents have concerns, they should try to resolve these with the class-teacher in the first instance, and then the SENDCo.

BULLYING

For information, please see the school's Anti-Bullying Policy.

EVALUATION OF SUCCESS

The governors will undertake a formal annual review of the school's SEND and Inclusion policy and its implementation. The Inclusion member will meet the SENDCo regularly. (Every half term)

In undertaking their evaluation, the governing body member will take account of statistics covering aspects of Special Educational Needs provision, for example, changes in the number of:

- Pupils requiring a graduated response
- Pupils being discontinued at the Monitoring 1
- Pupils who have moved from Monitoring 2 to Monitoring 1
- Pupils who have discontinued EHCP
- The number of statutory assessments made
- The number of visits from specialist teachers, educational psychologists and other agencies
- Teaching and learning

This policy should be read in conjunction with the school's Gifted and Talented Policy, Behaviour Policy and Child Protection Policy.

REVIEWING THE POLICY

This policy will be reviewed by the SENDCo annually.

Next review: September 2025

Role	Signature	Date
SENDCo		
SEND Link member		
Chair		