

Kenmont Primary School



Special Educational Needs (SEN) Policy

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Kenmont Primary School

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Kenmont Primary School Special Educational Needs Policy

SECTION 1: COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE Feb 2013
- SEND Code of Practice 0–25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was written by the Kenmont Primary School SENCO in liaison with the SEN Governor and the Senior Leadership Team and shared with all staff and parents.

SECTION 2: AIMS AND OBJECTIVES

Aims

We aim to raise the aspirations of and expectations for all pupils with SEND by focusing on outcomes for children as well as provision and support.

Objectives

1. To identify and provide for children who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy.
5. To provide support and advice for all staff working with special educational needs children.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Categories of Need

The SEND Code of Practice 0-25 (July 2014) describes four broad categories of need. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category.

The four categories of need are identified as:

- **Communication and Interaction:** including speech and language delay, impairments or disorders; hearing impairment; and Autism Spectrum Disorder (ASD) including Asperger's Syndrome. Children may experience difficulties with language, communication and imagination which can impact on how they relate to others. Children in this category may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.
- **Cognition and Learning:** including children who demonstrate features of moderate learning difficulties (MLD); severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.
- Specific learning difficulties (SpLD) affect one or more specific aspects of learning and this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** including a range of difficulties which may manifest themselves in many ways such as becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. This category also includes disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs:** includes vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) where children have a combination of vision and hearing difficulties. This also includes children with a physical disability (PD).

N.B. Any concerns relating to a child's behaviour should be described as an underlying response to a need as categorised above.

The following are **NOT** considered to be SEND but may impact on progress and attainment:

- **Disability** (the SEND Code of Practice outlines the "reasonable adjustments" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- **Attendance and Punctuality**
- **Health and Welfare**
- **English as an Additional Language (EAL)**
- **Being in receipt of Pupil Premium Grant**
- **Being a Looked After Child**
- **Being a child of a Serviceman/woman**

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

The SEND Code of Practice 0-25 outlines a graduated response to children's needs, recognising that there is a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

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

SEND Record of Need

A **Record of Need** is kept of children with SEND and the school maintains information about the identification, assessment and provision for each child.

Reviews of children on the SEND Record of Need take place regularly and at least once a term. Education, Health and Care Plans (EHCPs) are reviewed annually.

Children are only identified as having SEND if they do not make adequate progress once they have been provided with additional support and good quality personalised teaching.

Where concern is expressed that a child may have a special educational need, the class teacher takes early action to assess and address the difficulties in conjunction with support provided by the SENCO. When deciding whether to make special educational provision, the teacher and SENCO consider all the information gathered from within the school about the child's progress, alongside national data and expectations of progress. This includes high quality and formative assessment, using effective tools and early assessment materials.

High quality teaching, differentiated for individual children, is the first step in responding to children who have, or may have, SEN.

At Kenmont Primary School, we regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of SEN.

For higher levels of need, the school draws upon more specialised assessments from external agencies and professionals, such as speech and language therapists, educational psychologists and mental health workers.

When a child is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (**Assess-Plan-Do-Review**) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the special educational needs of children and young people.

ASSESS

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the child's needs. This should draw on the teacher's assessments and experience of the child, their previous progress and attainment, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the school's own assessment information on how the child is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCO should contact them (with parental consent).

PLAN

Where it is decided to provide a child with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the child, 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. The support and intervention provided will be selected to meet the outcomes for the child based on reliable evidence of effectiveness and should be provided by staff with sufficient skills

and knowledge. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the child will be aware of the needs of the child, the outcomes sought, the support being provided and any teaching strategies or approaches that are required. This information will also be recorded on the school information systems.

DO

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, the teacher still retains responsibility for the child. Class teachers work closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

All children on the SEN Record of Need will have a Child-Centred Profile, which details important information about the child, including their areas of strength and weakness, their outcomes and steps taken to allow the child to achieve them. The child, parents, class teachers and other professionals will all contribute to the Profile which is designed to be a working document updated to reflect current needs.

REVIEW

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

Where a child has an Education, Health and Care Plan, the Local Authority, in co-operation with the school, must review that Plan annually.

Formal review meetings will take place three times a year, where parents and children will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress.

The SENCO reviews all records and evidence provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Funding

There are three levels of support for children with SEND:

- **Universal level:** funding is provided for good quality universal provision on a per-learner basis for all those attending the school.
- **Targeted level:** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget.
- **Specialist or Personalised level:** top-up funding above £10,000 is provided on a per-learner basis by the Local Authority.

It is important to note that the level and combinations of provision may change over time.

Specialist Support

The school may involve specialists at any point to advise them on identification of SEN and effective support and interventions. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's areas of need, the school should consider involving specialists from external professional agencies.

The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with parents and teaching staff supporting the child in the same way as other SEN support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or the child's parents will consider requesting an Educational, Health and Care Needs Assessment by the Local Authority.

SECTION 5: CRITERIA FOR EXITING THE SEND RECORD OF NEED

If it is felt that a child is making progress which is sustainable then they may be taken off the SEND Record of Need. If this is the case, then the views of the teacher, SENCO, child and parents need to be taken into account, as well as that of any other professionals involved with the child.

If it is decided that a child no longer has SEN, all records will be kept until the child leaves the school (and will be passed on to the next educational setting). The child will continue to be monitored through the school monitoring procedures e.g. pupil progress meetings. If it is felt that the child requires additional assistance, then the procedures set out in this policy will be followed.

SECTION 6: SUPPORTING CHILDREN AND FAMILIES

We work closely as a staff team to support all families including those with children with special educational needs.

Our school website: www.kenmont-primary.org contains further information regarding:

- The Local Offer for SEND provided by the London Borough of Hammersmith & Fulham.
- Kenmont Primary School Offer for SEN (Information Report).
- School policies including: Safeguarding and Child Protection; Teaching and Learning; Anti-Bullying; and Behaviour.
- Admissions arrangements.
- Information about the external agencies involved with children at Kenmont Primary School.
- Transition arrangements: from class to class, across key stages and to another school including secondary school.

SECTION 7: SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that children 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 (SEN) and may have a Statement of SEN or an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

SECTION 8: MONITORING AND EVALUATION OF SEND

Kenmont Primary School regularly and carefully monitors and evaluates the quality of provision provided for all children in school including those with special educational needs. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

For further information on the Monitoring and Evaluating procedures, please see the above named policies on the school website.

Monitoring of the progress of SEN children, and the interventions and specialist staff included in their learning, is overseen by the SENCO.

SECTION 9: TRAINING AND RESOURCES

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

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

The school's SENCO regularly attends the Hammersmith & Fulham and Tri-Borough SENCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The Governing Body, in consultation with the Executive Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. The Governing Body maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any child with SEND;
- All staff are aware of the need to identify and provide for children with SEND;
- Children with SEND join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient education of other children;
- They have regard to the requirements of the Code of Practice 0-25 (2014);
- Parents are notified if the school decides to make SEND provision for their child;
- They are fully informed about SEND issues so that they can play a major part in school self-review;
- They set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

The **Executive Headteacher** is responsible for:

- The management of all aspects of the school's work, including provision for children with special educational needs;
- Keeping the Governing Body informed about SEND issues;
- Working closely with the SENCO;
- The deployment of all special educational needs personnel within the school;
- Monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

The **Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- Overseeing the day to day operation of the school's SEND policy;
- Co-ordinating the provision for pupils with special educational needs;
- Ensuring that an agreed, consistent approach is adopted;
- Liaising with and advising other school staff;
- Helping staff to identify children with special educational needs;
- Carrying out assessments and observations of children with specific learning difficulties;
- Supporting class teachers in devising strategies, drawing up Child-Centred Profiles, setting targets appropriate to the needs of the children and advising on appropriate materials and effective use of resources and personnel in the classroom for children with SEND;
- Liaising closely with the parents of children with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process;
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents;
- Maintaining the school's SEN Record of Need and SEN information systems;
- Assisting in the monitoring and evaluation of progress of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing quality first teaching for all children;
- Assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for individual children (in liaison with the SENCO, parents and child);
- Regularly reviewing the impact of these adjustments, interventions and support, including for pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- Retaining responsibility for the child, including working with the child on a daily basis;
- Making themselves aware of the school SEND policy and procedures for identification, monitoring and supporting pupils with SEND;
- Directly liaising with the parents of children with SEND.

Teaching Assistants and **Learning Support Assistants** should:

- Be fully aware of the school SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;

- Work as part of a team with the SENCO and the teachers supporting children's individual needs and ensuring inclusion of children with SEND within class;
- Play an important role in implementing Child-Centred Profiles and monitoring progress.

Designated Roles:

The SEN Governor is

The SENCO is Karen Roberts.

The SENCO is the line manager and appraiser of all Learning Support Assistants who support individual children on a one-to-one basis.

The Executive Headteacher (Julie Howarth), the Head of School (Sharon Kearns) and the Assistant Headteacher and SENCO (Karen Roberts) are the designated people with responsibility for Safeguarding.

The Headteacher is responsible for managing the funding associated with Pupil Premium and Looked After Children.

The SENCO is responsible for managing the school's responsibility for meeting the medical needs of pupils.

SECTION 11: STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored in the SEND filing cupboard in the office of the SENCO.

SEND records will be passed on to a child's next setting when he or she leaves Kenmont Primary School. The school has a confidentiality policy which applies to all written pupil records.

SECTION 12: REVIEWING THE SEN POLICY

The SEN policy is reviewed annually.

SECTION 13: ACCESSIBILITY

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act (2001), placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The Kenmont Primary School Accessibility Plan can be found on the school website.

SECTION 14: DEALING WITH COMPLAINTS

Kenmont Primary School has a complaints procedure which applies to complaints about SEND provision. This procedure can be found on the school website.

SECTION 15: BULLYING

Safeguarding the needs of all children, including those with SEN, is outlined in the school's Anti-Bullying Policy which can be found on the school website.

SECTION 16: LINKED POLICIES/DOCUMENTS

- Accessibility plan

- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Disability Equality Scheme
- Safeguarding Child Protection Policy
- Supporting Pupils in School with Medical Conditions