

KINGSWAY COMMUNITY TRUST

S.E.N.D POLICY

June 2017

S.E.N.D Policy

Date: June 2017

Review date: Summer 2020

Definition of SEN:

The Children and Families Act 2014 states that:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21). This definition of SEN is the same as the definition of SEN in the Education Act 1996.

Everyone at The Kingsway Community Trust is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. This policy supports the stated ethos of the school that:

“All members of the school community are respected and seen to have potential for improvement. Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. We aim for success for all.”

Policy objectives

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that pupils with SEND take as full a part as possible in all school activities.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.

Roles and Responsibilities

The SEN Governor

- Michelle Latham is the Lead Trustee for SEN provision at the Kingsway Community Trust schools.
- The Lead Trustee for SEND meets with the SENDCos regularly to keep up-to-date with developments within school and presents the annual SEN report to the Trust Board
- The SEND Lead Trustee must have an oversight of the provision to ensure that the Trust is fulfilling the requirements of The SEND Code of Practice 2015.

School Leaders

- School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

The Special Educational Needs Co-ordinator (SENDCo)

- The SENDCo at Cringle Brook Primary School is Helen Chase. The SENDCo for Green End Primary School and Ladybarn Primary School is Louise Eagle.

According to the SEN Code of Practice 2015 the key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- 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 SEN
- Liaising with 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
- 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 SEN up to date

Teaching staff

Teachers are responsible and accountable for the progress and development of pupils in their class. High quality, personalised differentiated teaching is the first step in responding to pupils who may have SEN. The majority of pupils can make progress through such teaching. Teachers are responsible for the planning, delivering and reviewing of provision for SEND pupils including responsibility for IEPs.

Support Staff

SEN Intervention TAs are employed at each school to meet the requirements of the SEN Code of Practice 2015. Their work is overseen by the SENDCo for each school.

Children with an Education Health and Care Plan or statement of SEN are supported on an individual basis by TAs employed by the school from the funding delegated by the LEA for this purpose.

There are designated staff in each school to work on pastoral issues.

Trust Consultant Play Therapist is Cath Hunter who supports staff by observing children and offering support on strategies that could be used to meet their needs.

Graduated Approach

SEN Support

If a child's needs cannot be met through quality first teaching and differentiation the pupil may be identified as having SEN. The school will take action to remove barriers to learning and put effective special educational provision in place. An Individual Education Plan will be written for the child at SEN Support. This will take the form of a four-part cycle- assess, plan, do, review.

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will consider involving specialists.

Education, Health and Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/ or disability of the child or young person, the child or young person has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. If the local authority is in agreement with the school, outside agencies and parents, an Education Health and Care Plan may be issued. Each Education, Health and Care Plan is individual to the child. It is the school's responsibility to fulfil the terms of the plan. This will be reviewed at least annually. At every stage the views of the child and parents/carers will be sought and valued.

Identification of SEN

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment;
- By using/ cross referencing to the Manchester matching the provision to needs tool
- Their performance judged against National Curriculum end of year expectations;
- Standardised screening or assessment tools ;
- Reports or observations;
- Records from feeder schools;
- Information from parents.

Children with EAL and SEND needs

- Children should be discussed with the SENDCo or EMA Coordinator at teacher meetings

- If there are EAL needs alongside SEND needs the EMA Coordinator will conduct a First language assessment. The assessment will be discussed to clarify the child's needs and discuss future provision and assessments.
- The EMA Coordinator and SENDCo meet regularly.

Pastoral

- Children with pastoral difficulties are identified during SEN Review meetings with the SENDCo or social inclusion meetings.
- Each School has a pastoral lead who will co-ordinate pastoral support for the children identified.

Medical Needs

- Identification: once a year, parents/carers are consulted to provide information on their child's medical needs.
- If a child arrived during the school year, the Office Administrator will ask parents/carers for information on any medical conditions at the point of entry into school.
- The SENDCo collates the information and updates the medical register termly.
- Health Care Plans are implemented for children with significant medical needs, in collaboration with the class teacher, parents and health professionals.
- Conditions such as anaphylaxis, asthma, diabetes, severe eczema and epilepsy will require health care plans needing to be implemented.
- Other children with medical needs may require a medical pen portrait detailing their medical needs.
- School staff meet with the School Nurse regularly.
- For children with significant medical and physical needs, the SENDCo will make a referral to Lancasterian, who will provide support on meeting the child's needs within the school context.
- The SENDCo will produce a risk assessment for children with significant medical needs; she will then complete a range of documents which will be shared with the child's Parents and Class Teacher.

Admissions

- In the Foundation Stage home visits are arranged in order to identify any additional needs, establish a relationship with the parents and to obtain as much information as possible about the child to inform provision planning.

Transition

SEN Internal Transition:

- Transition programmes will be used on an individual basis where necessary based on a range of stakeholder views and advice.

SEN Transition to Secondary Education:

- The SENDCo liaises with secondary schools to arrange any additional transition necessary on an individual basis and the passing of information of children with SEND.
- For children in Year 5 with an EHCP a transition review will be held to offer parents advice and support on secondary school choices and plan future provision to inform the EHCP on transfer. A member of staff from the Statutory Assessment Team at the Local Authority will be invited to the review.
- During the summer term the SENDCo will arrange a transfer review with the secondary school for children in Year 6 with an EHCP.

Complaints

If parents of pupils with SEND have concerns they are always welcome to share these informally with the class teacher or the SENDCo. We will always listen to these concerns, and try our best to resolve the problem.

If parents remain concerned, then they can request a meeting with the Executive Head Teacher/ Head of School and/or SENDCo to explore the matter further and see what else can be done.

If these steps do not resolve the issue, then the parents can write a formal letter to the Chair of Governors. The Governing Body will then deal with this concern following the procedures of the school's complaints policy.

If parents are unhappy with the outcome of this, they can take their concern to the Local Authority Complaints Officer.

Consultation

The policy is available on each school website for any stakeholder to refer to. Views can be shared by contacting the Executive Headteacher/ SENDCo of the school/ Head of School. The policy will be discussed by the Governing Body before being ratified.

Equality Duty

This policy is underpinned by the key principles of the Equality Act 2010.

Issue Status

Date	Issue	Author	Date approved by Trustees	Review date
June 2017	Version 1	Trust	18 July 2017	Summer 2020

Glossary of abbreviations

1:1	One to one support
CAMHS	Children and Adolescent Mental Health Service
CB	Cringle Brook
ISAP	Intensive School Action Plus
EMA	Ethnic Minority Achievement Teacher
EP	Educational Psychologist
GE	Green End
F	Foundation Stage
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
ILP	Individual Learning Plan
INSET	In –Service Training
KS	Key Stage
LB	Ladybarn
MATRICES	Matching Need to Provision Tool
PSP	Pastoral Support Programme
QCA	Qualifications and Curriculum Authority
SA	School Action
SAP	School Action Plus
SATs	Standardised Attainment Tests
SCAIT	Social Communication and Intervention Team
SEN	Special Educational Needs
SENDCo	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
SpId	Specific Learning difficulty
TA	Teaching Assistant