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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that the special educational needs of children are identified, assessed, planned for, reviewed and provided for
- Enable all children to access all elements of the school curriculum
- Ensure pupils with special educational needs have a voice

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with special educational needs and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

## 3. Definitions

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015):

'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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them 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.'

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Mrs Alice Scott

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with special educational needs and disabilities, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with special educational needs and disabilities receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with special educational needs and disabilities up to date

**4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

**4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with special educational needs and disabilities.

**4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning partners or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 Special educational needs and disabilities that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder
- Speech and language difficulties
- Specific learning difficulties with reading, writing, maths, phonics
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, making friends
- Sensory and/or physical needs, for example, processing difficulties
- Moderate/severe and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and levels of attainment on entry into Reception. Class teachers make regular assessments of progress throughout the school year for all pupils and identify those whose progress:

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

Further assessments may then be carried out to gain a better picture of a pupil's needs, such as using a dyslexia screener. This will initially involve classroom observations and scrutiny of their work and progress.

Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use these to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents /carers when identifying whether they need special educational provision. Parents/carers and teachers can, by working together, build up a more complete picture of a pupil and their needs. We intend that parents/carers will feel able to ask about our provision and express any concerns to us. In return, we will seek their help regarding work that they can do with their child at home.

The views of the pupil will be sought, and the pupil will be involved in the process. All communications with children and adults will be recorded, dated and added to their personal file.

We will formally notify parents/carers when it is decided that a pupil will receive SEN support and then put on the SEND register.

Documents will be sent home to adults, for example My Plans, copies of which will need to be signed and returned to class teacher.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Initially areas of concern are identified either through teacher assessment (informal or formal) or by parents / carers in discussion with the class teacher and child. Assessment of all children is a continuous process and a normal part of school life, occurring formally when necessary.

The following assessment materials are used by the school for screening and diagnostic testing.

- National assessments: phonics screening in Year 1, Multiplication Check in Year 4 and Statutory Assessment Tests (SATs) in Year 6
- Years 1 – 6 assessments: NFER (National Foundation for Education Research) Reading Test
- Termly maths 'Remember Its'
- Dyslexia Screener for children not making expected progress in reading by Year 3
- Other areas that are drawn on:
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

All pupils have an induction day at the new school secondary school in the summer term. Extra visits can be organised by the Year 6 teacher or parents / carers.

Social stories, maps and other resources are used to support transition.

Forms are filled out by the Year 6 teacher, sharing information about each pupil's needs and attainment.

For pupils who have an EHC Plan, the Year 6 teacher, SENCO and secondary school SENCO, arrange a meeting with parents / carers to discuss strategies to support transition.

### 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils with special educational needs or disabilities. This will be adapted for individual pupils.

### 5.7 Adaptations to the curriculum and learning environment

We aim to provide high quality, inclusive teaching for all pupils. We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### 5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Numbersense.

Learning Partners are in classrooms, where possible

Learning Partners will support pupils on a 1:1 basis when necessary

Learning Partners will support pupils in small groups when necessary

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service
- Speech and Language Therapists
- Advisory Teacher Service
- Occupational Therapists
- Early Years Providers
- School Nurse

### 5.9 Expertise and training of staff

If we don't have the expertise needed to help a particular child, we will look for additional training from experts outside the school. We work closely with the Local Authority Educational Psychologists, Advisory Teacher Services and other outside agencies, such as Speech and Language Therapists, and they can provide specific training to the whole staff as needed.

The SENCO be given dedicated time to manage SEND provision.

We have a team of Learning Partners who are trained to deliver SEN provision and support in class, along with Learning Partners offering one to one support for children on Educational Health Care Plans.

### 5.10 Securing equipment and facilities

There is a SEND budget that is reported to the Governing Body as part of the school's budget, which can be used for resources allocated to meeting special educational needs.

### 5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with special educational needs by:

- Reviewing pupils' individual progress towards their goals 3 times a year
- Reviewing the impact of interventions after they are completed, usually 6 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Pupil Progress Meetings
- Holding annual reviews for pupils with EHC plans

### 5.12 Enabling pupils with special educational needs and disabilities to engage in all available activities in the school

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip in Year 5 or 6

All pupils are encouraged to take part in sports day/school productions/special workshops.

No pupil is ever excluded from taking part in these activities because of their special educational needs or disability.

### 5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with are encouraged to be part of the school council
- A play leader is employed for lunchtime
- Buddies are created between Reception pupils and Year 6 pupils
- Quiet area for Year 6s during lunchtime
- Anti-bullying lessons
- Personal, Social, Health and Economic (PSHE) lessons using Coram Curriculum
- Additional support organised within school or using outside agencies
- We have a zero-tolerance approach to bullying
- We have a trained ELSA (emotional literacy support assistant) who works with children in small groups where necessary

### 5.14 Working with other agencies

There are times when it is essential for children to be assessed by or to work with an outside professional. The different services we use on a regular basis are:

- Educational Psychology Service (directly funded by the school)
- Advisory Teaching Service (paid for centrally but delivered in school)
- Speech and Language Therapy (paid for by Health Services and usually delivered in school)
- Occupational Health (paid for by Health Services)

There are many other agencies that support schools and these can be accessed depending on the individual needs of the child.

**5.15 Complaints about SEN provision**

We aim to ensure that all children in our school will have their needs met. However, if there is a complaint about SEN provision in our school, it should be made to the class teacher in the first instance as soon as possible so the situation can be remedied.

If they are unable to resolve the situation, then it should be made to the SENCO or head teacher. If the situation still cannot be resolved, parents will be referred to our school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

**5.16 Contact details of support services for parents of pupils with SEN**

Parents/carers can get further support from bodies, such as, SENDIASS on www.glosfamiliesdirectory.org.uk

**5.17 Contact details for raising concerns**

Kingswood Primary School's Special Educational Needs Co-Ordinator: Mrs. Alice Scott

Please contact through the school office on 01453 842 197 or email SENCO@kingswood.gloucs.sch.uk

**5.18 The local authority local offer**

Gloucestershire County Council makes a 'Local Offer', detailing the provision available for SEND children and their parents/carers. You can see this at www.glosfamiliesdirectory.org.uk/localoffer

**6. Monitoring arrangements**

This policy will be reviewed by SENCO and Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the whole governing body.

**7. Links with other policies and documents**

This policy links to the policies below:

- Accessibility Plan 2024-2027
- Behaviour Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Complaints Procedure Policy