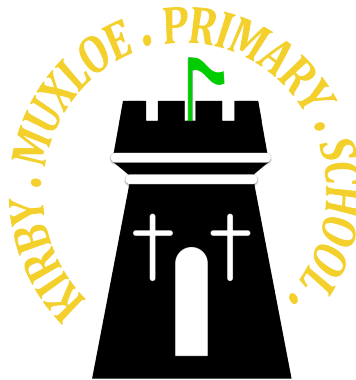


# Kirby Muxloe Primary School



## SEND Policy

Status: Statutory

Date adopted by governing body: December 2020

Date for review: Summer 2022

## **Context**

Kirby Muxloe Primary school is an inclusive mainstream school that welcomes and celebrates diversity. We believe that all children have the right to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. Our team are caring and understanding and recognise that children may have a variety of needs which may change over time. We know that children's needs may require a range of provision and we utilise the expertise of specialist agencies as well ensuring that the opinions of parents and children are welcomed and valued.

We monitor and track the progress of all children so that the support provided is as effective as possible and we maintain a range of flexible resources to meet the needs of all children.

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.*

*SEN Code of Practice (2014: Para 1.24)*

### **Through our SEND policy we aim to**

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

### **We will achieve this by:**

- Ensuring pupil progress is tracked systematically and action is taken to address needs at an early stage
- Identifying those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practise
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to positive outcomes.

## **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 SEN 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 SEN information report

This policy also complies with our funding agreement and articles of association.

This policy has been created by The Inclusion Leader and Headteacher of Kirby Muxloe Primary school and ratified by the Governors of Kirby Muxloe Primary School.

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and Equalities. It is an essential part of all curriculum policies.

At Kirby Muxloe Primary School, the Inclusion Leader oversees the provision for children with additional needs. The Inclusion Leader is part of the Senior Leadership Team and has undertaken The National Award for SEN coordination.

This policy can be accessed through the school website ([www.kmprimary.leics.sch.uk/](http://www.kmprimary.leics.sch.uk/)) or as paper copy, if requested, from the school office.

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practise.

## **Definition of Special Educational Needs**

Taken from Section 20 of The Children and Families Act 2014.

*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:*

- *Have significantly greater difficulty in learning than the majority of children of the same age*
- or*
- *Have 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.*

When needs have been identified we try to ensure that all barriers to equal access in our school are removed or overcome.

## **Responsibilities**

The Inclusion Leader has responsibility for;

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers
- External agency liaison including; educational, medical, social and voluntary services
- Deployment of Learning Support Assistants
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEND
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEND governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEN support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Kirby Muxloe Primary School. All governors understand their duty of care.

The SEN Governor has responsibility to:

- assist and advise the governing body on fulfilling its special education responsibilities
- ensure children with Special Educational Needs are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring

## **SEN Information Report**

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

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

## **Identifying Special Educational Need**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Kirby Muxloe Primary School, we aim to identify problems as early as possible and provide teaching and learning opportunities that enable each child to achieve their full potential. The earlier that action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Communication with parents
- Communication with child or observation by staff
- Class teacher concerns
- Collecting information from your child's pre-school or previous school
- Class teacher or Inclusion Leader observations at pre-school and/ or communication with key worker
- Widening gap or failure to close a gap between self and majority of peers
- Information from other services who have worked with your child, for example a speech and language therapist (SALT)
- Base line and on-going assessments
- EYFS/KSI results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

### **1. Communication and Interaction**

This area includes children who have difficulties with one, some or all of the different aspects of speech, language or social communication. This would also encompass Children and young people who demonstrate features within the autistic spectrum, who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can influence how they relate to others.

### **2. Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

### **3. Social, Mental and Emotional Health.**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour or have difficulty concentrating. 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. Other children and young people may have disorders such as attention deficit disorder or attention deficit hyperactive disorder.

### **4. Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because English is their second language. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

## **Supporting Children with SEND – A Graduated Approach to Support**

Quality First Teaching is an entitlement for every child. Quality First Teaching ensures;

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds upon what your child already knows, can do and can understand.
- At times, the teacher may direct the class-based Learning Support Assistant (LSA) to work with your child as part of normal working practise.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical techniques..
- Specific strategies (which may be suggested by the Inclusion Leader or external agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- That gaps in attainment are addressed, this may 1-1 or involve group work with a smaller group of children. This group may be run in the classroom or outside and led by a teacher or most often an LSA who has had training to run these groups.

The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement.

### **GRASPs (Graduated Response Additional Support Plan)**

If a child is identified as not making progress then the classteacher, in agreement with the Inclusion Leader, will contact parents and discuss an additional support plan (GRASP). Three or four targets will be agreed and the child will receive individual or group support in or out of the class to work on targets to close the gap. If a child is identified as needing some extra specialist support in school then outside professionals may become involved in supporting your child (with your involvement and approval). Where funding is available, this may be from Autism Outreach or Specialist Teaching Service, Educational Psychologist, Occupational Therapist, Physiotherapist, Speech and Language Therapy (SALT) Service.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- *Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.*
- *Support to set better targets which will include their specific expertise.*
- *A group run by school staff under the guidance of the outside professional e.g. a social skills group.*
- *A group or individual work with outside professional.*
- *The school may suggest that your child needs some individual support in school from one of these agencies. They will tell you how the support will be used and what strategies will be put in place. This type of support could be available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.*

## **SEND Support Plan**

If a child needs more help than the school is currently able to give, we may create a SEND Support Plan. This will help set out all the help your child is getting and what they need. You will be able to contribute to a SEND Support Plan by helping to create a One-Page Profile. This will detail key information to help with your child's needs.

## **Education, Health and Care Plan (EHCP)**

An Education, Health and Care Plan (EHCP) will be defined by SENA (Special Educational Needs Assessment) at the Local Authority. This means your child will have been identified by the class teacher or Inclusion Leader as needing a particularly high level of support which cannot be provided from the budget available to the school.

Usually your child will also need support from professionals outside the school. This may be from:

- *Local Authority central services such as the Autism Outreach Team or hearing and visual support.*
- *Outside agencies such as the Speech and Language Therapy (SALT) Service.*

## **EHCP: The Process**

The school (or parent/carer) can request that the Local Authority carry out a statutory assessment of needs. This is a legal process which sets out the amount of support that will be provided for your child. The Local Authority has criteria of need that a child must fall into to be considered for this level of support.

The EHCP may outline the number of hours of individual/small group support or type of support your child will receive, with partial support from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- *Severe, complex and lifelong*
- *Need more than a specified number of hours support in school*

*Refer to Appendix A for a summary of graduated support.*



## **Supporting Children and Families**

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer, signpost to relevant services and keep our school website up to date with relevant information.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the LA website about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

## **National Tests**

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The Inclusion Leader in conjunction with the Phase Leader/Class teacher will make the necessary arrangements in line with statutory guidance.

## **Transition**

At Kirby Muxloe Primary School we hold induction events during the summer term for all children who are joining the Foundation Stage in September. There is close liaison between the Inclusion Leader, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support transition. Early Years Teachers visit nursery settings and transition arrangements are in place for each year group in Phase 1, 2 and 3. In the spring/summer term. Year 6 teachers and the Inclusion Leader also meet with the inclusion teams of Key Stage 3 settings. The Inclusion Leader will ensure that all SEN information is transferred both to and from other settings. Transition sessions for Year 6 pupils are arranged during the summer term or earlier if necessary. Extra sessions are built in for pupils with higher needs and teachers and support workers are invited into Kirby Muxloe to meet with pupils.

## **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Kirby Muxloe Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions

## **Managing Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported to enable full access to education, including school trips and physical education. Some children with medical conditions may need extra support and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have an EHCP which brings together their educational, health and social care provision. At Kirby Muxloe Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

## **Facilities for Pupils with SEN**

All children are included in all parts of the school curriculum and we aim for all to be included on school trips. We seek to provide the necessary support to ensure that this is successful. Risk assessments are carried out for each trip and a suitable number of adults are available to accompany the pupils, with 1:1 support if necessary. Parents/carers are sometimes invited to accompany their child on a school trip/to after school activities if this ensures access. Extracurricular school clubs are available to all pupils and if possible adjustments will be made to support the participation of vulnerable pupils. Health and safety audits will be conducted as and when appropriate. The school complies with relevant accessibility requirements. The school site is wheelchair accessible with ramps and a lift. We have disabled toilets that are large enough for wheelchair users. The accessibility plan is available from the website.

## **Training and Resources**

The Inclusion Leader monitors provision to ensure that staff are working effectively with pupils. New members of staff have time with a senior member of staff to ensure that information is transferred. The Inclusion Leader regularly attends LA briefings and Local SENCO Network meetings to keep up to date with local and national developments and to share best practice. Specific training to support the needs of pupils is monitored and arranged as necessary. This forms part of an annual plan of CPD for all staff.

## **Monitoring and Evaluation**

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interview. Interventions are evaluated for their effectiveness and value for money. Staff and parent questionnaires are administered, feedback on reports and at parent's evenings, and SEND review meetings, inform our work.

## **Complaints**

Wherever possible we seek to discuss and come to agreement about childrens' education. Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to The Inclusion Leader, Headteacher or SEND governor who can be contacted to discuss concerns.

The School's Complaints Policy is accessible through the school website

## Appendix A

### Kirby Muxloe Primary School Community Primary School

#### **SEND Graduated Support Provision**

<b>Stage of Support</b>	<b>Initial Concerns</b>	<b>Concerns</b>	<b>SEND Support Plan</b>	<b>Education, Health and Care Plan</b>
<b>Nature of Support</b>	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
<b>Criteria for placement</b>	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice eg children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
<b>Moving on</b>	Child will remain at this stage if making progress but still below standard	Child will remain at this stage whilst there is a need for external support	Child will remain at this stage whilst significant modifications/support are essential to access the curriculum. Annual review	Child will remain at this stage whilst need remains subject to annual review.
<b>Criteria for exiting</b>	Child is making expected progress and attaining at the expected , or just below the expected standard for their age	When the child no longer needs specialist support they may be removed from SEND support altogether or move back to 'In school Support' progress is as good as or better than expected	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.