



Special Educational Need & Disability Policy

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1.0	January 2016	FGB	Summer 2019	
1.1	June 2019	FGB	Summer 2020	Pushed to Autumn 2020 due to COVID
1.2	March 2021	FGB	Spring 2022	Reference to school complaints policy added
1.3	March 2022	FGB	Spring 2023	Updated staffing, training, contacts

Glossary

DfE: Department for Education

EHCP: Education, Health and Care Plan

IPM: Individual Provision Map

LA: Local Authority

SLT: Senior Leadership Team

SS: School Support

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator Statement:

WS SEND IAS: The West Sussex SEND Information, Advice and Support Service

This policy should be read in conjunction with the SEND Information Report, SEND Ambition Statement, Kingslea Whole School Provision Map and Equalities Policy.

<https://kingslea.w-sussex.sch.uk/send.html>

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To ensure that all pupils are educated about difference and disability through a comprehensive Personal, Social and Health Education Curriculum to accept every child for their individuality.
- To ensure delivery of the content of the Relationships Education, Relationships and Sex Education (RSE) Curriculum will be made accessible to all pupils with SEND
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and 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.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The kinds of special educational needs for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.

- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels/bands of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help.

What should a parent do if they think their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents have concerns relating to their child's learning then please initially discuss these with your child's class teacher. This then may result in a referral to the school Inclusion Manager whose name is Patricia Barrett and who can be contacted via the school office. Katharine Howard, Inclusion Assistant also supports Patricia Barrett in managing and supporting pupils with SEND.
- Parents may also contact the Inclusion Manager directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- Our Deputy Headteacher Mrs Payne, leads on the strategic direction for SEN across the school and as SENCO ensures that the Inclusion Team are providing high quality support to both teacher and children with SEND.
- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. Parents may also contact the Inclusion Manager directly if they feel this is more appropriate.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
- Classroom observation by the leadership team, the Inclusion Manager, Inclusion Assistant or external verifiers.
- Ongoing assessment of progress made by pupils with SEND.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Teacher meetings with the Inclusion Manager/Inclusion Assistant to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions provided.
- Attendance and behaviour records.

- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Consultation Evenings, and termly SEND Surgery Meetings with Inclusion Team.
- Pupils' attainments are tracked using the whole school tracking system and termly data meetings. Those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly data meetings that are undertaken between the class teacher and the Senior Leadership team (Inclusion Manager is a member of SLT).
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. The Inclusion Manager/Inclusion Assistant may also complete some screening assessments to identify areas of strengths and weakness.

2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Manager.

3. **Do:** SEND support will be recorded on an IPM that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Learning and Behaviour Advisory Team
3. Sensory Support Team
4. Speech and Language Therapy Service
5. Educational Psychologist Service

6. Physical and Disability Support Service
7. Early Help
8. Children and Family Services
9. School Nurse
10. Child and Adolescence Mental Health Service

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an EHC plan being provided.

How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Inclusion Manager/Inclusion Assistant and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

Attainments towards the identified outcomes will be shared with parents termly at Parents' Consultation Evenings and at a separate SEND meetings throughout the academic year. Parents will be given the opportunity to talk through their child's progress and targets outlined on their IPM. Additional meetings can also take place to discuss any concerns or changes in targets.

- Parents may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis, if appropriate.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the Inclusion Manager/ Inclusion Assistant or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01403 254282.

How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- Please look at the school website which can be found at www.kingslea.w-sussex.sch.uk and includes some links for home learning which are useful in supporting parents to help their child learn at home.

- The class teacher, Inclusion Manager or Inclusion Assistant may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the Inclusion Manager/ Inclusion Assistant who will locate information and guidance for you in this area.

What support will there be for children's overall well-being? (SE7 Q5) (Schedule 1: Point 3)

- The school offers a wide variety of pastoral support for pupils. These include:
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms such as class and school councils, surveys, one page profiles and parent workshops and are in place and continually monitored for effectiveness.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find playtimes more difficult can sometimes be provided with alternative small group opportunities within the school. Support can also put in place to develop their social interaction skills.
- Mentors work with individual pupils to support their emotional and social needs and enhance well-being thus reducing barriers to learning.
- Patricia Barrett, Katharine Howard and Rebecca Tweed are trained E.L.S.A. (Emotional Literacy Support Assistants) and support specific children on a 1:1 or a small group basis with their emotional and mental health needs. In their role, they have access to advice and support from the West Sussex Educational Psychology team.

Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support or outside agencies that are identified above. We also have several trained Learning Mentors and an ELSA/ Pupil Premium Support Worker at school.

- The school has regular visits from SEND specialist teachers and the Learning Behaviour and Advisory Team (LBAT) who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by trained Teaching Assistants. The Locality Speech and Language Therapist also offers 1:1 assessments and sets targets and offers therapy for some pupils, as well as training the Inclusion Manager/Inclusion Assistant.
- We have also employed a private speech and language therapist this academic year to give additional support to specific pupils, meet with parents and train staff.
- Attendance at locality SENCO meetings every half term, which includes training by outside speakers and agencies.

What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

Training Related to SEND/Inclusion since 2019 to present		
Teachers	Teaching Assistants	Inclusion Manager
<ul style="list-style-type: none"> •Spelling •The Quiet Child- A Standards Focus •SEND Overview of Kingslea •Provision Map •SEND COP and Graduated Response •Streamlining intervention •Building Resilience •Inclusion Year Ahead •Relationships: Well-Being •Meetings with private SLT to discuss S&L targets and provision for whole class and individuals September 2021 to present 	<ul style="list-style-type: none"> •Spelling •The Quiet Child- A Standards Focus •Interventions/reviews & Provision Map •SEND COP and Graduated Response •Streamlining intervention •Building Resilience •Using Observations to Support Assessment •Inclusion Year Ahead •The Three Waves of Intervention •Relationships: Well-Being •Speech & Language NHS •Ongoing 1:1 or small group training/coaching with private SLT supporting S&L needs for individuals and whole classes 	<ul style="list-style-type: none"> • Leaders of Disadvantaged Learners -WS • SENCO Leadership Forum (once a term)- WS • Therapeutic Approach to Behaviour Management-WS • New to SENCO role (NASEN) • DSL network meetings (once a term) –WS • Advanced Certificate in Safeguarding for safeguarding Leads- National College • Using the Engagement Model in Mainstream (Whole School SEND) • Senior Mental Health Lead (ongoing) Creative Education • 'Understanding Dyslexia' –NASEN • An Evidence-Based Approach to Supporting and Teaching Pupils with Autism – National College • Introduction to the Teacher Handbook: SEND- NASEN • Every Teacher a Teacher of SEND,– Whole School SEND

How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

- The school is all on one level, including access into the playgrounds.
- One toilet has been adapted to ensure accessibility for visitors/children with a disability.

- A medical room is provided in order to enable a safe place for insulin testing/injections.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information.

How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Inclusion Manager/Inclusion Assistant endeavours to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12)

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and additional visits arranged if appropriate.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos/Inclusion Managers of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium/Pupil Premium Plus funding provides additional funding for pupils who are claiming Free School Meals, who are/were in the care of the local authority, adopted or whose parents are in the Armed Services.

4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:

1. Cognition and learning
2. Behavioural, emotional and social
3. Communication and interaction
4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, Inclusion Manager or Headteacher.

How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Inclusion Manager/Inclusion Assistant, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- Discussions with the class teacher, Inclusion Manager or senior leadership team member,
- During parents' evenings,
- Meetings with support and external agencies.

Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The Inclusion Manager/Inclusion Assistant
- The Headteacher
- For complaints, please refer to the school's published Complaints Policy.

Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- The West Sussex SEND Information, Advice and Support Service (WS SEND IAS) provides impartial advice and support to parent carers of children who have special educational needs and/or disabilities. They provide:
 - A confidential helpline during the hours of 9am-4pm
 - Support to encourage partnership between parents, their child's school, the Local Authority and other agencies.

- Advice and support on the special educational needs (SEN) process, statutory assessments or EHCP annual reviews, appeals and tribunals.
- Support at any school meeting that is focusing on the child/young person's educational needs, and also at other relevant meetings where possible. We also deliver training & guidance for education professionals on communicating with parents

SENDIAS can be contacted via the West Sussex Local Offer site <https://westsussex.local-offer.org/> Email address: send.ias@westsussex.gov.uk

- Reaching Families- a parent-carer led, grassroots charity which aims to support parents and families of children and young people with special educational needs and disabilities in their daily lives, in particular through the delivery of information, training and peer support. <https://www.reachingfamilies.org.uk/>
- West Sussex Parent Carer Forum- Provide information and signpost parent carers to relevant organisations and services who will provide the support and information you need for your child or young person. <https://www.wspcf.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://westsussex.local-offer.org/services/956-global-mediation>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13)

West Sussex Local offer can be found at: <https://westsussex.local-offer.org/>

Our Locality Local offer can be found on our website, alongside our school Local Offer: www.kingslea.w-sussex.sch.uk