

# Kirklington & Averham Manners Sutton Primary Schools Collaboration Special Educational Needs Policy

*Adopted: November 2019      Review date: November 2020*

## **Contents:**

1. Mission Statement .....	P3
2. Aims and objectives .....	P3
3. Responsibility for the coordination of SEN provision .....	P4
4. Arrangements for coordinating SEN provision .....	P4
5. Admission arrangements .....	P5
6. Facilities for pupils with SEN .....	P5
7. Allocation of resources for pupils with SEN .....	P5
8. Identification of pupils' needs ( <i>incl. medical needs</i> ).....	P6
9. Access to the curriculum, information and associated services .....	P9
10. Inclusion of pupils with SEN .....	P10
11. Evaluating the success of provision .....	P11

12. Complaints procedure .....	P11
13. In service training (CPD) .....	P11
14. Links to support services .....	P12
15. Working in partnership with parents .....	P12
16. Links with other schools .....	P13
17. Links with other agencies and voluntary organisations .....	P13

*The Children and Families Act 2014 came into force on the 1st September 2014. A new SEN Code of Practice also accompanied this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:*

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

*One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:*

[www.nottshelpyourself.org](http://www.nottshelpyourself.org)

*This information is also available by putting the above web address into the browser of a smart phone or tablet.*

*The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education,*

*health and social care, as well as those provided by the private, voluntary and community sectors.*

## **1. Mission statement**

At Kirklington & Averham Primary Schools, we believe every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning.

Every child is unique in terms of characteristics, interests, abilities, motivation and learning needs.

Those with exceptional learning needs and/or disabilities should have access to high quality and appropriate education which we strive to provide in partnership with all pupils and their parents. We aim to make suitable provision so that “our amazing children achieve amazing things”.

## **2. Aims and objectives**

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. Across the collaboration, to achieve means;

*Attainment and pupil progression to their highest possible levels*

*Creativity and flexibility in the classroom*

*Happy and hard-working in all that we do*

*Independent and responsible individuals who are inspired to learn*

*Enrichment and use of technology & up to date tools at the heart of our lessons*

*Value friendship and inclusion and celebrate our unique skills and talents*

*Every pupil realises their potential*

We, as members of the school community, including pupils, staff, governors and parents, hold a stake in our school; together we are all committed to establishing a life-long love of learning, enabling our children to take their place confidently within a rapidly changing world.

### Objectives

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services or early years settings –prior to the child’s entry into the school.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular (usually termly) reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing suitable opportunities for pupils to talk to their teacher on a regular basis so they can express their views and share ideas about ways in which their needs could be met within the context of a diverse group of learners. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

### **3. Responsibility for the coordination of SEN provision**

- The person responsible for overseeing the provision for children with SEN is Mrs Burn-Smith (Executive Head teacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Bryant (SENCO)

### **4. Arrangements for coordinating SEN provision**

The SENCO will hold details of all SEN Support records including provision maps, support plans, structured conversations and subject targets for individual pupils.

All staff can access:

- The Kirklington & Averham Manners Sutton Collaboration SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);

- Information on individual pupils' special educational needs, including action plans, targets set and copies of their individual SEN support plan or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## **5. Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. The school's admission arrangements are published in the school prospectus and are available electronically on the school's website. In special circumstances, the Local Authority (in conjunction with the school) will give consideration to applicants who can establish particular medical, Special Educational Needs or social grounds relating to their child. Supporting written evidence from a doctor, social worker or other relevant professional must be provided at the time of application.

See section 16 for transition and transfer arrangements.

## **6. Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements and has in place an accessibility plan. Within this;

- Governors and staff are required to maintain their awareness of the implications of the Disability Discrimination Act for the Disability and Equality Duty (DED)
- Utilise the equality checklist and have due regard to the Equality Act 2010 when reviewing policies
- All School Development Plan projects to meet requirements of the Disability Equality Duty

## **7. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Elements 1 and 2 of a school's budget as appropriate. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Minster Family of Schools. (The Family of Schools comprises of The Minster School and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO (Michelle Oldfield) will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The SENCO is responsible for compiling the evidenced based information required to secure additional funding.

Within school, the head teacher, in consultation with the senior management team, determines how resources will be allocated to support the needs of SEN pupils. Special consideration is given to those children in receipt of the pupil premium to ensure they are able to access all that the school has to offer. The head teacher maintains a record of how the pupil premium is allocated.

## **8. Identification of pupils needs**

A pupil has SEN where their learning difficulty or disability calls for special educational provision. The school takes a graduated approach to meeting their needs.

### A graduated approach:

#### *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share

information and knowledge with the school through the consultation meetings held in the autumn and spring terms or by making an appointment with the class teacher.

h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### *SEN Support*

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottshelpyourself.org](http://www.nottshelpyourself.org)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:0115 948 2888

### Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### Medical needs

Where a child has medical needs which do not impact upon his/her progress in learning, the class teacher and SENCO will meet to agree a care plan. This plan will detail the medical professionals involved, any medication required and how it is to be administered, points of contact and action to be taken in the event of an emergency. The parent will be responsible for ensuring the care plan is regularly updated and where necessary the child's teacher will inform the parents directly of any concerns.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

SEN pupils will be educated alongside their peers in a classroom setting. Teaching assistant support is generally classroom based although there will be times when pupils are withdrawn for specialist intervention.

Arrangements for reviewing the school curriculum are outlined in the school's curriculum policy, a copy of which is available on request to the head teacher and electronically on the school's website.

The needs of SEN pupils are met by implementing the following strategies and reviewing their effectiveness on a termly basis;

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available, through the intervention programme, where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the head teacher and the governing body's strategic development committee to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit (EHAF) and the Multi-Agency Safeguarding Hub. In difficult cases where the SEN child and family require multi agency support, the SENCO will refer to the Complex Case Resolution forum.

SEN pupils will have a voice in determining the kind of help and support they would like to ensure they have quality access to all areas of the curriculum including out door and extra-curricular activities. Wherever possible, specialist toys and

equipment will be secured for use on site. The school recognises its anticipatory duty to make reasonable adjustments to ensure the needs of all pupils are met when planning visits off-site.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Staff review their practice in their scheduled meetings with the head teacher. Parents and pupils are welcome to share their views at any time either informally through their discussions with teachers and by commenting in the children's homework books or more formally during termly parents' meetings. In addition, the head teacher invites all parents and pupils to take part in an annual questionnaire to measure the level of satisfaction with the quality of educational provision.

Pupil progress and provision mapping will be monitored on a termly basis in line with the *SEN Code of Practice*.

Staff consider how well their pupils are achieving their academic and personal goals on a regular basis. Their assessments are used to measure the effectiveness of the interventions in place and to inform future provision planning. Formative assessment is recorded electronically using Quigleys' Depth of Learning software and summative assessment data is fed directly to the head teacher for further analysis.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO, head teacher and SEN governor and information is gathered from different sources such as pupil progress data, child and parent questionnaire, teacher and staff surveys, parents evenings and consultation meetings. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

The school has a policy for dealing with complaints, a copy of which is available on request from the head teacher or electronically on the school's website. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

## **13. In-service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and provision is made to support their professional development. In consultation with the head teacher, the SENCO ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

#### **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Support is accessed through the termly Springboard meetings attended by the SENCO and via the Early Help Unit (EHAF).

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

#### **15. Working in partnerships with parents**

Kirklington Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are welcome to contact the school at any time and make an appointment to meet with their child's class teacher to discuss any concerns they may have about their child and/or the provision being made for their child. If necessary, a further meeting can be arranged with the SENCO.

Parents are kept up to date with their child's progress through correspondence between home and school, termly parents' meetings, support plan reviews and end of year reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The head teacher or SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

## **16. Links with other schools**

The schools are members of The Minster Family of Schools (Kirklington) and the Magnus family of schools (Manners). This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### Transition

Special transition arrangements are made with the secondary school to which SEN pupils will be transferring. Visits are organised well in advance so that the child can meet the new SENCO and support staff and become familiar with the new school building. The child's profile and other relevant documents are shared with the new school to inform future planning. The SENCO is responsible for implementing the transition arrangements. Similarly, if a SEN pupil transfers to another school, the SENCO will ensure that the receiving school is well informed about the child's particular needs and the way in which they have been met at Kirklington/Averham.

## **17. Links with other agencies and voluntary organisations**

The schools invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed \_\_\_\_\_ [Name]  
(Headteacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]  
(SENCO)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]  
(SEN Governor)

Date \_\_\_\_\_

**This policy will be reviewed annually.**