



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

CONTENTS

	Page
1. Rationale	3
2. Purpose	3
3. Policy Objectives	3
4. SEND Provision	4
5. Admission Arrangements	4
6. Access	4
7. Resources	4/5
8. Identification of Needs , Assessment and Monitoring of Progress	5
9. Graduated Response to Meeting Needs	6
10. Request for Educational Health Care Plan	6
11. Pupils with a Statement of their Educational Needs or an Educational Health Care Plan	6
12. Additional Support	6
13. Children with Medical Needs	6/7
14. Record Keeping and Tracking	7
15. Involvement of Outside Agencies	7
16. Strategies & Staff Training	7/8
17. Partnership with Parents and Carers	8
18. Pupil Voice	8
19. Complaints Procedures	8
20. Monitoring & Evaluating the Success of the SEND Policy	8
21. Links with School Development Plan and Performance Management	9
22. School Information Report and Local Authority Offer	9
23. Links with Other School Policies	9/10





SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

1. Rationale

At Knotty Ash Primary School we believe that - **EVERY CHILD IS SPECIAL.**

We are committed to our children's entitlement to a quality, inclusive educational provision which is responsive to their individual needs.

All children are individuals who, at some time, could have special educational needs.

A child has special educational needs if they have: -

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A disability is a physical or mental impairment which has a long term and substantial adverse effect on a child's ability to carry out everyday activities. (Long term is one year or more).

Special Educational Needs and Disability provision is educational provision that is an additional to, or different from, that made available generally for other children in the School.

2. Purpose

We are committed to:

- Providing our children with an inclusive education which will ensure they achieve their personal potential
- Maintaining a culture of high expectations for all pupils in order that they can achieve the best possible outcomes
- Making certain that our children become confident young people with a growing ability to communicate their own views
- Making sure that we have high aspirations and expectations for children in order that they can become confident individuals living fulfilling lives.

3. Policy Objectives

In order to meet the special educational needs of our pupils at Knotty Ash Primary School we will:

- Identify pupils with Special Educational Needs or Disabilities at the earliest possible stage
- Intervene by providing quality learning experiences appropriate to the needs of the individual pupil
- Use our resources effectively to support pupils with special educational needs and disabilities
- Assess and keep accurate records of the progress of pupils
- Inform and involve parents in the education of their child
- Listen to and involve the young person themselves
- Provide ongoing training for staff in all areas of special educational needs and disability
- Regularly review the quality of teaching for pupils at risk of underachievement



- Review teachers' understanding of strategies to identify and support vulnerable children and those with SEND
- Make the quality of teaching for pupils with SEND the progress of those pupils, a core part of the School's performance management and continued professional development of staff
- Build the identification of SEND into the overall approach to monitoring the progress and development of all pupils.

4. SEND Provision

If parents or carers have any concerns about their child, the class teacher should be the first point of contact who will then liaise with the SENCO – Mr Chris England.

The Head teacher – Ms Roanne Clements-Bedson is aware of any children with SEND who require provision that is different from or additional to the support already given in class. The SEND Governor is Julia Jesson.

5. Admission Arrangements

All children are welcomed to our school irrespective of learning or physical needs, in accordance with our Admissions Policy. The School works closely with our feeder nurseries, the Local Authority and outside agencies to ensure the smooth transition of pupils with a special educational needs or a disability. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements or Educational Health and Care Plans (EHCP), and those without.

6. Access

The School is committed to providing inclusive educational and non- educational services in a non-discriminatory manner.

Our School recognises that for some pupils, the nature of their disabilities and or special educational needs may mean that they experience specific difficulties related to accessing education and the physical environment. The School will endeavour to ensure that pupils with Special Educational Needs or with Disabilities are given access to the same standards of education as all other pupils.

The School Accessibility Plan details the ongoing processes and progress to achieving inclusive access for all to the school environment, the national curriculum and information.

7. Resources

Funding Streams include:

- Pupil Premium
- Looked After Child Pupil Premium
- Top-Up funding
- Budgetary support for SEND

Additional resources are provided in accordance with the proportion of children with special educational needs or disabilities within the School setting.

Class based resources to support the curriculum are a priority particularly in English and Mathematics.

Teaching Assistants are deployed in a variety of roles, including but not limited to, small group work, one to one precision teaching, group intervention and in class support.



8. Identification of Needs, Assessment and Monitoring of Progress

Special Educational Needs or Disabilities provision is matched to the child's identified needs which are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional, behavioural and mental health
- sensory and/or physical needs.

Some pupils may have needs which fall across all areas.

The special educational provision made for a child will be based on an understanding of their particular strengths and needs and will seek to address them all, using well evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.

Identification of need:

- Class teachers provide ongoing evaluation and assessment
- Class teachers measure progress against the objectives specified in the national curriculum requirements
- Class teachers assess their performance against age related expectations of the child within the national curriculum or EYFS
- Standardised assessment tools are used
- Class teachers observe and make judgements within a Quality First inclusive classroom setting
- Class teachers will identify through observation and judgement whether a pupil needs to make additional progress with wider development or social needs
- Class teachers will keep and maintain records of pupil's progress alongside national data and expectations of progress
- Ongoing concerns will be discussed with our school SENCo and parents will be involved in setting outcomes
- Following a review, pupils may require further School Support as part of a Graduated Response to meeting their needs.

9. Graduated Response to Meeting Needs

Where a pupil is not making the expected progress following identification of need we will take action to remove the barriers to learning and put effective special educational provision in place.

Our School will put the following processes in place:

Assess

Class teacher will carry out a clear analysis of pupil's needs

This will draw on class teacher's assessment and experience of pupil's previous progress and attainment

Parents will be involved and their views and experience taken into account

The pupil's own views will be taken into account

Liaison will take place with any outside agencies already involved, with parental agreement.



Plan

- Agree in consultation with parents and the pupil, the adjustments, interventions and support to be put in place
- Agree expected impact on progress, development or behaviour and set review date
- Ensure that all staff are aware of pupil's needs, outcomes sought, support provided and any teaching strategies and approaches needed. A clear record will be kept.

Do

- The class teacher remains responsible for working with the pupil on a daily basis
- The class teacher works closely with support or specialist staff and links interventions to classroom teaching
- The Inclusions Leader will support the class teacher in problem solving and implementation of interventions.

Review

- Plan review dates with parents, pupil and any outside agencies involved
- Evaluate the impact and quality of support and interventions
- Decide on any changes to support and outcomes.

10. Request for Educational Care Plan

Where, despite the School having taken relevant and purposeful action to identify, assess and meet the SEN of the child and expected progress has not been made, the school or parents should consider requesting an Educational, Health and Care Needs Assessment.

11. Pupils with an Educational Health Care Plan

These pupils may have extra resources allocated to the School to address the individual needs of the child, or it may involve specialist help from a learning support teacher provided by the Local Authority. The pupil will benefit from a One-Page-Profile developed through a close relationship between the child, their parents, the class teacher and external agencies. The Child Centred Support Plan will be reviewed termly, as well as following the annual review process for an EHCP.

12. Additional Support

We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class, one to one or small group intervention, additional resources in class, access to a wide range of IT or supporting the use of auxiliary aids. We have staff trained to deliver evidence-based interventions to support all children, including those with SEND. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

12. Children with Medical Needs

A pupil's medical needs can be broadly summarised as being of two types:

- Short term, affecting their participation in school activities and for which they are on a course of medication
- Long term, potentially limiting their access to education and requiring extra care and support.

Our School has a Medical Needs Policy in place to ensure that arrangements are made to support pupils with medical conditions. Our School will ensure that such children can access and enjoy the same opportunities at school as any other child. Pupils with medical conditions, including both physical and mental health conditions will be properly supported so that they have full access to education, including school trips and physical education. Individual Health Care Plans will be written to help staff identify the necessary safety measures to support



children and ensure that they and others are not put at risk.

14. Recording Keeping and Tracking

Record keeping and tracking of information and progress regarding pupils with SEND is in line with the requirements of the GDPR. The provision made for pupils with SEND is recorded accurately and kept up to date.

Details of SEND, outcomes, teaching strategies and involvement of specialists will be recorded using the School's information systems used to track the progress and development of all pupils.

The school SENCo holds overall central records and has a responsibility to maintain these records.

All teachers have access to an SEND class folder containing Child Centred Support Plans, current information and documentation relevant to their class. Results and data from assessments are held centrally and accessible to all staff.

Our School will be developing Provision Mapping as an efficient method of detailing all of the provision which is additional to and different from that which is offered through the School curriculum.

15. Involvement of Outside Agencies

The School will involve a range of outside agencies to support the pupil's learning where appropriate and with the parent's permission.

These agencies include:

- Social Care
- Local Authority staff
- Educational Psychologist
- Health Care Visitors/ School Nurse
- Local Authority Outreach services
- Child and Adolescent Mental Health Service
- Therapists such as speech and language, physiotherapists and occupational therapists.
- East 3 School Consortia

16. Strategies and Staff Training

Knotty Ash Primary School ensures all learners, including those with special educational needs will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEN are included, treated as favourably as others, and given appropriate access to the curriculum teaching and learning.

Regular monitoring, evaluation and review carried out by the leadership team will ensure that our aims for learner's individual and special needs are met to the highest standard.

All teachers are teachers of Special educational needs and follow the graduated approach of assess, plan, do, and review. Identification and referral of learners, considered as having special educational needs will be the responsibility of every member of staff.

The SENCO will be responsible for managing the process of the identification and assessment of the specified educational needs and a procedure will be put into place for formal assessment of SEND involving outside agencies.



The assessment of special educational needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and carers. Learners will be fully and actively involved at every stage.

Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within school about the pupil's progress and discussions will be held with parents or carers. This leads to a growing understanding of the pupil's needs and how they can make good progress.

Children identified as having SEND and requiring provision that is *different from or additional to* will have a SEND Support Plan (One-Page-Profile) which will be reviewed termly and updated during parents' meetings. The child will be placed on the SEN register at 'SEND Support'

A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual intervention, monitoring and production of appropriate teaching and specific advice to teaching and support staff.

The positive achievements of learners must be recognised and celebrated, in line with the school's policies.

Learners with an Educational Health Care Plan (EHCP) will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

All Staff will have access to:

- Appropriate and ongoing training in the understanding of school strategies to identify and support vulnerable pupils
- Knowledge of the different types of special educational needs and disabilities and how to identify and assess support
- Training and support when working with parents and carers of children with SEN and Disabilities.

17. Partnership with Parents and Carers

The successful education of all our children is dependent upon the active involvement of their parents/carers.

Partnership implies equal status – each bringing different but equal experiences and expertise to help the children in our care. We have a common, shared interest in our children, who at all times are central to all our efforts.

Parents and carers are involved in the pupil's education within Knotty Ash Primary School from initial identification of needs to possible request for extra support. They are involved in all review meetings and the school has an 'open door' policy where parents are encouraged to come into school to discuss any problems or issues. Our School will meet parents at least two times a year to discuss progress and goals and will provide a written annual report on



their child's progress.

Access to a local parent partnership service is available.

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=bPa4bJNDWDo>

18. Pupil Voice

Our School ensures that the pupil is involved in target setting and review meetings. Knotty Ash Primary School will work to establish a Pupil Voice group in order that pupils can be involved in the delivery of SEND across the school and have their individual and group voices heard.

19. Complaints Procedures

Parents and carers of pupils with SEND and or disabilities should first contact the Classteacher, SENCO or Head Teacher with any concerns or worry for their child. They will then follow the School's Complaints Policy if required.

20. Monitoring the Success of the SEND Policy

In order to monitor the success of the policy the Head teacher and SENCO will provide the Governors with termly reports on the following:

- Monitoring of the numbers of children identified as having an SEND and whether on School support, provided with enhanced resources or moving to request for Educational Healthcare Plan
- Assessment and tracking data demonstrating progress of children with SEND
- SEND Action Plan and Access Plan with updates on progress
- SEND resource spending including Provision Map.

21. Links with School Development Plan and Performance Management

There is an expectation that all of our children will make the appropriate progress for their ability and aptitude. We aim to ensure that we have high expectations for all our children and we meet each child's needs to ensure that they all make at least the expected level of attainment for their age. Where this is not attainable for a child with SEND, then we will support them with the aim that both they and their parents/carers are delighted with their achievements.

Each teacher and teaching assistant has performance related targets that are challenging and have high expectations for each child in their care.

22. School Information Report and Local Authority Offer

The Local Authority must publish a local offer which sets out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education Health Care Plans. This will be available on their website and School's website.

Schools must also publish information on their websites about the implementation of the



governing body's policy for pupils with SEND.

Knotty Ash Primary School's Information Report is on the school website and will be updated annually with any in year changes being updated as soon as possible. This is available on our website: www.knottyashprimary.co.uk

23. Links with other School Policies

- Accessibility Plan
- Medical Needs Policy
- Safeguarding Policy
- Safer Recruitment Policy
- Child Protection Policy
- School Development Plan
- Performance Management Plan

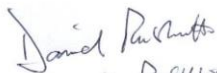
24. Relevant Legislation

- Special Educational Needs Code of Practice 2014
- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Equality Act 2010


Review Statement:

This policy will be reviewed annually.

Signed Chair of Governors:


DAVID RUSWORTH

Signed Head teacher:


R. CLEMENTS-BEALSON

Date:

February 2020