



Special Education Needs, Disability and Inclusion Policy 2021

PURPOSE OF POLICY

We at Kingsmoor School believe that each pupil has individual and unique needs and every pupil should have the best possible access to a broad and balanced education and enrichment opportunities. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise their individual needs and address them through effective teaching, planning, close monitoring and assessment. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

Every teacher is a teacher of SEN and teachers are responsible and accountable for the progress and development of all the pupils in their class including those with SEND (Special Educational Needs and Disabilities).

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 updated May 2015 and the following legislation

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

RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with the following policies:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Supporting Pupils with Medical Conditions

- Safeguarding Policy

DEFINITION

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Mrs Charlotte Owens is the SENDCo at Kingsmoor School and she can be contacted via the school office. Mrs Catherine Cowlin is the SEND Governor.

ROLES AND RESPONSIBILITIES OF HEADTEACHER, OTHER STAFF AND GOVERNORS

The school have decided that using class teachers and well trained teaching assistants is the most effective means of delivering SEND support.

The **Headteacher** has responsibility for:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- All staff are aware of the need to identify and provide for pupils with SEND

The **Special Educational Needs Co-ordinator (SENDCO)** is responsible for:

- Ensuring the day-to-day operation of this policy is delivered by Teachers and Teaching Assistants
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Arranging for detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies, drawing up Individual Educational Plans (IEPs); Pupil passports; setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND
- Review the impact and effectiveness of interventions on progress
- Liaising with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information
- Contributing to the in-service training of staff
- Ensuring that midday supervisors and other staff are given any necessary information relating to the supervision of pupils at lunchtime or during other activities and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with SENDCOs in other schools to help provide a smooth transition from one school to another
- Ensuring that the SEND offer is up to date and published annually.
- Involvement in the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Class Teachers are responsible for:

- The progress and development of every pupil in their class
- Including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum, seeking advice from the SENDCO

- Drawing up Individual Educational Plans (IEPs) or Pupil Passports
- Setting targets appropriate to the needs of the pupils
- Liaising with and giving feedback to parents of pupils with SEND
- Devising effective strategies and assess the impact of support and interventions and how they can be linked to classroom teaching
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- Attendance of children vulnerable due to their SEND is monitored.

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- Attend identified training specific to SEND as the need arises
- Deliver 1:1 and small group interventions as devised by the class room teacher and SENDCO, and feedback as appropriate

The **Governing body** will ensure via the SEND Governors that:

- SEND provision is an integral part of the school improvement/development plan
- The School is in a position to make the necessary provision for all pupils with SEND
- There is an inclusive approach to all school activities
- They report to parents on the implementation of the school's SEND policy
- They have regard to the requirements of the SEND code of Practice and the Children and Families Act 2014
- Parents are notified if the school decides to make special educational provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They monitor appropriate staffing and funding arrangements, and through the annual SEND audit, the school's work for pupils with SEND
- The quality of SEND provision is regularly monitored