



Living our learning

Knowles Primary School
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SEND Policy

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Introduction

In our school we include every child and their family within our community, regardless of race, culture, language, ethnic background, learning ability, disability, gender, sexual orientation or age. We celebrate and share both our similarities and differences. We recognise that we are all individuals, with many varied influences, skills, aptitudes and wishes. We set up opportunities with everyone in mind, through fair access, enhanced access, differentiation and the intent to deliver high quality provision.

Definition of SEND

At Knowles Primary School children are identified as with Special Educational Needs (SEN) 'where their learning difficulty or disability calls for special educational provision, namely provision *different from or additional to* that normally available to pupils of the same age.'

SEND Code of Practice 0-25 years, DfE (2014)

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them

Four areas of SEN are listed in the Code of Practice (2014):

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

A child is not regarded as having a learning difficulty solely because the language spoken at home is different from the language in which he or she will be taught.

A person has a disability if:

- they have a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

(Equality Act 2010)

Our curriculum

Our curriculum is effective, relevant and purposeful for our school. It meets the statutory requirement of the National Curriculum 2014 and meets the needs of our school community through our own curriculum drivers. Our drivers, which are linked to our vision, aims and core beliefs, define the traits we would like to see in our school community at Knowles Primary School. These drivers are Community, Choices, Enterprise and Independence. Each driver is used to plan stimulating and purposeful activities in each unit of work which ensure progress in learning. For further details on these please refer to the curriculum drivers document and curriculum planning.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training
- (Code of Practice, DfE, 2014)

Pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Any potential areas of difficulty should be identified and addressed at the beginning. Lessons should be planned to address any potential areas of difficulty and to remove any barriers.

Disapplication and modification of the National Curriculum

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, through teaching assistant supporter or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for Inclusion would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it
- Equality Legislation

Aims

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Children with a disability
- Children who are in receipt of Pupil Premium money
- Children Looked After
- Young Carers
- More Able and Talented children
- Any children who are at risk of disaffection or exclusion.

The aims of the curriculum are to:

- Set suitable learning challenges
- Respond to children's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. This includes speech and language therapy and working with other agencies
- Provide extra-curricular activities to extend and support all children within the school
- Provide intervention groups to support different groups of children
- Collaborate with parents and carers

Organisation

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

There is a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress. Those children whose do not progress as their peers may have special educational needs.

The identification of pupils with SEND should be part of the overall approach to the monitoring of progress and development of all pupils.

High quality teaching with differentiation for individual pupils, is the first step in how we approach pupils who have or may have SEND.

In deciding whether to make special educational provision, the teacher and Inclusion Manager should consider all of the information gathered. This information should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, Knowles Primary School has arrangements in place to draw on more specialised assessments from external agencies and professionals, e.g. Specialist Teachers.

When gathering this information about pupils, a discussion with the pupil (if appropriate) and their parents should take place. These discussions with parents should be structured in such a way that teachers can develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Identifying SEND in Schools

For some children who will attend Knowles Primary School their SEND could be identified at an early age. For other children difficulties may become evident only as they begin to develop.

Persistent disruptive or withdrawn behaviours do not always mean that a pupil has SEND. Where there are concerns, the teacher and Inclusion Manager will carry out any necessary assessments and speak to the parents.

Staff at Knowles Primary School know that slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. These may be indicators of a range of learning difficulties or disabilities. They also know that it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Identifying and assessing SEND for pupils whose first language is not English requires particular care. At Knowles Primary School we look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties that are related to limitations in English as an additional language only are not SEND.

SEN Support

This category replaces School Action and School Action Plus from the 2001 Code of Practice.

Where a pupil is identified as having SEND, Knowles Primary School will endeavour to remove any barriers to learning and put effective provision in place. This SEND support should take the form of the four-part cycle described below. This approach is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in order to match interventions to the SEND of pupils.

Assess

In identifying a child as needing SEN support the class teacher, working with the Inclusion Manager, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw upon the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Knowles Primary School takes seriously any concerns that are raised by a parent. These are recorded and compared to our own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly and this will help ensure that support and intervention are matched to the pupils need, their barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

For some pupils, outside professionals from health and / or social services may already be involved. These

professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the Inclusion Manager may contact them if the parents agree and if it is necessary.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the Inclusion Manager should agree in consultation with the parent and the pupil (if appropriate) the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil need to be made aware of the pupils needs, the outcomes wanted, the support provided and any teaching strategies or approaches that are required.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Do

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the Inclusion Manager, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil, if appropriate.

Parents need to have clear information about the impact of the support and interventions provided; this will enable them to be involved in planning the next steps for the pupil.

Involving Specialists

Where a pupil continues to not make expected progress, despite evidence-based support and interventions, Knowles Primary School will consider involving specialists. These specialists may be involved at any point to advise us on early identification of SEND and effective support and interventions. Knowles Primary School will involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age. The pupil's parents will be involved in any decision to involve specialists.

The Inclusion Manager and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the pupil's progress.

Education Health and Care Plans

Education Health and Care Plans (EHCP) replace Statements from the 2001 Code of Practice. Those children who currently have a statement will transfer over to an EHCP. This process could take place over a number of years and is likely to happen at the annual review stage but may not happen at the first or second cycle of the review stage.

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has not made expected progress, the school or parents can consider requesting an Education, Health and Care needs assessment.

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and pupil
- provide a full description of the pupil's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the pupil's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the pupil's needs and support the achievement of the agreed outcomes.

The local authority will conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the pupil in accordance with an EHCP plan. The EHCP needs assessment is not normally the first step in the process, rather it will follow on from planning already undertaken with parents and pupils in conjunction with Knowles Primary School.

EHCP plans will be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the pupil in achieving their ambitions. EHCP will specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the pupil.

An EHCP needs assessment will not always lead to an EHCP. The information gathered during an EHCP needs assessment may indicate ways in which Knowles Primary School can meet the pupil's needs without an EHCP plan.

The whole process of EHCP needs assessment and EHCP development, from the point when an assessment is requested until the final EHCP is issued, must take no more than 20 weeks.

Following a request for an EHCP needs assessment, the local authority must determine whether an EHCP needs assessment is necessary. The local authority must make a decision and communicate the decision to the pupil's parent within 6 weeks of receiving the request.

Personal Budgets

Personal Budgets are related to EHCP Plans. There are three main ways in which these personal budgets can be delivered:

- NOTIONAL ARRANGEMENTS - where the Authority retains the budget but parent/young person directs its usage.
- THIRD PARTY ARRANGEMENTS - where funds are paid to an individual or other organisation on behalf of the parent/young person and they manage the funds.
- DIRECT PAYMENTS - where individuals receive the cash to purchase services themselves.

Direct payments are cash payments made directly to parents/ young people or their representatives.

Regulations governing the use of direct payments for SEN place a number of requirements on the LA and parents before a direct payment can be agreed. They include requirements:

- To consider impact on other service users and value for money
- To seek agreement of educational establishments where a service funded by a direct payment is funded on their premises

- To make arrangements to monitor and review the payment
- For direct payments to be paid into a separate bank account unless the payment is a one off

(Those subject to Drug or Alcohol Rehabilitation orders are prohibited from receiving cash payments)

Local Offer

Milton Keynes Council have produced and published their local offer for pupils with SEND. This offer is published on the Milton Keynes Council Website and signposts parents to various local amenities that could be of benefit or use to parents of pupils with SEND. Milton Keynes local offer will have a link on it that links to Knowles Primary School's Website, where we will publish our local offer for pupils with SEND.

Milton Keynes Council produced questions that want each school to use for our local offer. We have looked at these questions and answered them about how we as a school will provide for a pupil with SEND. Please see Knowles Primary School's Website for the local offer.

It is the responsibility of the Inclusion Manager and the Senior Leadership Team to keep Knowles Primary School's local offer up-to-date. The local offer will be updated once a year.

Interventions

Those children who require additional support may be involved in interventions. The member of staff who is delivering the intervention is responsible for completing the paperwork associated with the intervention. The class teachers are responsible for ensuring that appropriate time is given for the intervention to take place and that staff are given time to understand the intervention and time to complete the associated paperwork. The Inclusion Manager is responsible for ensuring that all paperwork is being completed and will monitor this termly.

Case Studies

The Inclusion Manager and the Deputy Head will set up Case Studies for our most vulnerable children. The Deputy Head is responsible for adding in the assessment details for each case study. The Inclusion Manager is responsible for adding in any relevant information that they know or have access to. The Learning Mentors are responsible for adding in any relevant information that they know. Once the case studies are set up by the Inclusion Manager and Deputy Head it is the class teacher's responsibility to complete their relevant sections and they are also responsible for keeping the case study up to date.

Equal Opportunities

We welcome families, staff and visitors from a wide range of backgrounds regardless of gender, gender preference, race, culture, ability or disability. We value the benefits of having a diverse school community. Please refer to the Single Equal Policy Statement.

Assessment and tracking

Children's progress and attainment will be assessed and monitored using a variety of strategies including:

- Formative assessment – based on assessment for learning, judgements about the next steps in a child's learning are made from today's responses to the tasks set.
- Summative assessment – based on shorter or longer tests and tasks, judgements are made at intervals during the year and use is made of optional SATs and year 6 SATs in the summer term.
- Comparative data – children's progress and attainment is compared with age related expectations, national standards, their own targets, APP statements and other groups within school.

Please consult the school's Assessment for Learning Policy for further information.

Monitoring and Evaluation

Monitoring and evaluation of this policy is carried out on behalf of the Governing Body by the subject leader. It will take place within a cycle of 3 years from its inception unless a more regular schedule is required or the policy needs renewing in the light of different practice or as part of the School Development Plan. Please refer to the school's Monitoring and Evaluation policy for further information.

References

'Special educational needs and disability code of practice: 0 to 25 years' DfE (DfE June 2014)
'Equality Act'(The Stationery Office Limited 2010)

Resources

Resources will be audited, repaired and replaced as appropriate. Please see the attached list of resources.

Review date

This policy will be reviewed on a three year cycle, unless there are national, local or school dynamics which might make the review of this policy more urgent. This policy will be reviewed in Summer 2017.