

## **Kirkstall Valley Primary School SEND Policy**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0-25 2015
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- SEND Regulations 2014

Name of SENCo: Miss Lauren Fairbrother

SEND governor: Mrs Tracy Catherall

### **Aims**

The staff at Kirkstall Valley Primary School are committed to the inclusion of all their pupils. We provide quality first wave teaching which enables all children to strive and reach their own individual potential. All members of staff have high expectations of children's potential and set appropriate learning challenges and as respond to children's diverse learning needs. We provide an environment which enables all pupils to enjoy their learning, to access the curriculum, reach their potential and make a positive contribution to their own school and community.

### **Objectives**

- To provide a high quality, differentiated curriculum for all children.
- To identify and provide appropriate support to enable children with SEND to realise their full potential.
- To work within the guidance provided in the SEND Code of Practice 2015.

### **Educational Inclusion**

At Kirkstall Valley we are committed to the removal of barriers to learning and participation from all of our pupils. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision we respect that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;

- Planning to develop children’s understanding through the use of a variety of resources and experiences;
- Planning for children’s full participation in learning and in physical and practical activities;
- Helping children to manage their emotions and behaviour so they can take part in learning effectively and safely.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we support children in the classroom situation but there are times when we ask the children to work in small groups or in a one-to-one situation outside of the classroom base. We make full use of the experienced support staff to create a timetable that is personalised to allow and maximise each child’s learning. We have an experienced and committed team of support staff who contribute to planning and providing for all aspects of the child’s needs.

### **Identifying Special Educational Needs**

The SEND Code of Practice identifies children as having SEN “if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Special Educational Provision is provision that is “additional to or different from that made generally for other children or young people of the same age by mainstream schools.”

Teachers at Kirkstall Valley Primary School provide a high-quality differentiated curriculum designed to meet the needs of all pupils. Pupils are only identified as SEN if they do not make adequate progress following high-quality teaching and regularly-reviewed and adapted interventions.

Four broad areas of need are identified in the Code of Practice and recognised within school:

**Communication and Interaction** (Speech, Language and Communication Needs (SLCN))

**Cognition and Learning** (Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD))

**Social, Emotional and Mental Health Difficulties**

**Sensory and/or Physical Needs** (Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Difficulty (PD))

### **A Graduated Approach to SEN support**

At Kirkstall Valley Primary School we offer a graduated response to SEND. If a child has made limited progress or is struggling with a particular aspect of school life, the class teacher, via the SENCO, informs the parents to alert them of our concerns about their child and to enlist their active help and participation. The child is then monitored and placed on an AEN (additional educational needs) monitoring form, detailing the initial concern and provision that is put in place to assist the child. The child is then monitored to assess whether further intervention may be required. If necessary, the child may be put onto the SEND register at a later date. The teacher then will discuss with the SENCO the best way to help this child. This may include interventions tailored to that child to help with their specific need. This situation is closely monitored and, if it is

felt after time that the child has more substantial difficulties, a referral will be made for support from an outside agency to advise school further.

### **Pupil Passports and Individual Plans**

If the child is placed on the SEN register a pupil passport will be made. This will be in collaboration with the child, parents, class teacher and SENCO. An overview of target areas are assessed and set each half term and these are then fed into weekly or fortnightly SMART targets. Teachers work alongside the SENCO and support staff to outline the provisions made to enable the child to meet these targets. It is the class teacher's responsibility to create the SEN targets in consultation with all other adults involved with the child. The SEN targets will be reviewed and progress made will be recorded each term and measured against the provision allocated. The targets will be shared with the child, where appropriate, to enable the child to contribute and be informed of the targets they are working towards.

An individual behaviour plan will be created for children who are finding it difficult to follow the rules and expectations of the school. The plan will set manageable, behavioural expectations which are tailored and meaningful to that child. It is the class teacher's responsibility to create the plan in consultation with all other adults involved with the child. The child will be involved with setting the expectations and, alongside the class teacher and parents, these targets will be reviewed and assessed until the child is deemed able to follow the school rules. The behaviour plan will be reviewed and progress made will be recorded each term. It may be necessary to include outside agencies such as the Educational Psychologist, Behaviour Support Workers and Inclusion Support Workers. All meetings would involve the parents and, where appropriate, the child.

If there is a sudden, serious deterioration or limited progress is made, the class teacher will consult with the SENCO and all other adults involved in making a decision about the next stage. It may be necessary to consult outside agencies to support or offer advice in order to secure the best possible outcomes for the child.

A decision may be made to seek specialist support or advice from external agencies. The SENCO can initiate school-based referrals. To support this, the class Teacher will be asked to collect together any evidence. This can include observations, assessments and test results and any other relevant records of on-going progress. Revised targets will be written and delivered by the class teacher in consultation with the SENCO and other adults involved. Any recommendations made by external agencies will be considered and incorporated into the SEN targets.

In some rare cases a Statutory Assessment may be sought from the LEA where 'the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school' (Code of Practice). This may lead to the LEA seeking a range of advice linked to a strict criteria and a judgement may be made by the LEA panel to issue a formal Education Health Plan (EHC).

## **Parental Involvement**

Parental involvement and partnership is essential. We take account of the wishes, feelings and knowledge of parents at all stages of support. We encourage parents to make an active contribution to their child's education by sharing SEN targets and supporting these at home, where appropriate.

## **Managing Pupils' Needs on the SEN Register**

The SEND register is kept by the SENCO. Children can be removed from or added to the SEND register at any time through consultation with staff, outside agencies and parents. The Head teacher is kept informed of changes and is up to date with the current list of children. The child will continue to be monitored by staff. The SEND register is a working document amended throughout the year, due to the changes within school. This is regularly shared with staff to keep them updated of the whole school picture.

In line with the SEN Code of Practice (2015), we follow a graduated response of a; Assess, Plan, Do, Review structure to identifying, managing and supporting children with SEN.

Assess Progress of all children is monitored through termly Pupil Progress Meetings. Where concerns around progress have been raised, intervention or monitoring strategies will be put into place and progress will be reviewed half-termly.

Plan A whole school provision map for each key stage highlight universal, targeted and specialised support will be reviewed by the class teacher in consultation with the SENCo and reviewed as required and at termly.

Do Where children are still not making expected progress, SEN support will be considered and an Pupil Passport with Individual Education/behaviour targets may be written. This will be a working document and will detail the desired learning outcomes, who will provide the support and the frequency of this support.

Review Where children do not make expected progress despite all school-based interventions the SENCo will consider referral to external agencies. For more complex and higher levels of need the SENCo will work with parents and other agencies to begin collating evidence to support an Education, Health and Care Needs Assessment in accordance with SEN Code of Practice 2015.

## **Supporting Pupils and Families**

Kirkstall Valley Primary School endeavours to support and involve pupils and their families at all stages in their education. Parents and pupils can find additional information about how we support children with SEND and their families in our SEND Information Report, available on our school website or from the Headteacher. This also contains a link to Leeds LEA Local Offer for SEND.

The school works closely with parents in the support of children with Special Educational Needs and Disability. We encourage parents to make an active contribution to their child's education. We have regular

meetings to share the progress of children with their parents and review SEN targets/ behaviour plans set, if appropriate. We inform parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of their child. SEND Information Advice Support Service (formally Parent Partnership) is an agency that can guide or support parents with any queries or concerns that they have regarding their child's needs.

## **Dyslexia Friendly School**

Dyslexia is a term that comes up a great deal with both staff and parents. Kirkstall Valley recognise this and consider themselves to be a dyslexia friendly school. To obtain a diagnosis from the LEA of dyslexia can be very difficult. Leeds Local Authority are reluctant to give a 'label' to a child, however they accept that if a child has been seen by a member of their team over time, in some cases this can be given. Parents, who are concerned their child may have dyslexia, can go to an outside organisation (for eg. Dyslexia Institute) and their child may receive a diagnosis of dyslexia. If this is the case, school will meet with parents and listen to any concerns they may have. School would appreciate, as a result of the diagnosis, being given any documentation so this can be shared with staff who are working with the child.

If parents come to see staff with the worry of dyslexia, we explain to them that a diagnosis would not necessarily be given by the authority, but at school we have a number of strategies in place to assist their child. Just like any child with any difficulties, this will be monitored and if needs be the child may be placed on the SEND register if interventions in place are not enough. This will be reviewed regularly and discussed with parents. The SENCO will ensure up to date training is given to all staff to give them the knowledge and tools to assist the children they are working with.

## **Supporting Pupils at School with Medical Conditions**

Pupils with medical conditions are supported within school to ensure that they have full access to education, including school trips and physical education. Staff receive necessary training to support children, and Healthcare plans are prepared and followed, with support from medical staff where appropriate. More information can be found in the medical policy.

## **Monitoring and Evaluation of SEND**

The SENCo reports annually to the Governors on the progress of all children with SEND and the quality of provision and outcomes for these children is carefully monitored through on-line and hand written tracking systems.

## **Training and Resources**

Support is allocated according to identified needs through the use of available funding (Notional SEN budget and High Needs Top-Up Funding). Staff have access to SEN resources located in the PPA room.

All staff receive relevant training to support children in school as required, this is co-ordinated by the SENCo in liaison with external agencies as appropriate.

The SENCo attends regular network meetings and the annual SEND conference organised by the Local Authority in order to keep up to date with local and national updates in SEND.

## **Roles and Responsibilities**

The Governing Body, in co-operation with the Head Teacher, is responsible for the school's general policy and approach to provision for pupils with SEND.

The Headteacher has responsibility for the daily management of all aspects of school's work, including provision for children with SEND.

The SEN Co-ordinator, working closely with the Senior Management Team, has responsibility for the day to day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND. The SENCo is responsible for supporting teaching assistants who work specifically with children with SEND.

## **Storing and Managing Information**

Individual pupil SEN files can be shared with the staff and parents when necessary or requested. Copies of IEPs, Pupil Passports and other relevant documents are shared with class teachers and support staff. When children leave our school to transfer to secondary school or to another primary school, the SENCo will ensure that SEN files are shared with the receiving school.

## **Accessibility**

Kirkstall Valley Primary School has full disabled access and is DDA compliant.

## **Complaints**

Kirkstall Valley Primary School has well established procedures for dealing with parental complaints. Any informal concerns should be discussed with the class teacher or by appointment with the Headteacher or Assistant Headteacher as detailed in the School Prospectus. Further information can be found in our Complaints Policy.

## **Bullying**

At Kirkstall Valley Primary School we strive to establish a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early intervention to address problems. Further information about Kirkstall Valley Primary School's bullying policy can be found on the website.

## **Reviewing the Policy**

This policy will be reviewed annually in consultation with the Governing Body, Senior Management Team and staff at Kirkstall Valley Primary School.

**Additional, relevant school policies and documents available on our website or via the Head teacher.**

- SEND Information Report
- Medical Conditions Policy

- Behaviour and Anti-bullying Policy
- Complaints Policy

Leeds Local Offer for children with SEND and their families

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

This policy was reviewed September 2017

Signed: Sam Clarke

Chair of Governors on behalf of the Governing Body

Signed: Kully Richardson

Headteacher

And will be reviewed in: June 2018