



## Small Beginnings; Endless Possibilities

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."  
*Matthew 13 31-32*

*Growing together with Compassion, Curiosity and Courage*

## Special Educational Needs Policy

This document provides a guide for adults working and volunteering at Kennet Valley CofE VA Primary School.

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At our school, inspired by the parable of the mustard seed (Matthew 13:31-32), we believe in the power of small but mighty beginnings. Just as the tiny seed grows into a great tree, we nurture each child's potential with **compassion, curiosity and courage**, enabling them to grow, flourish and make a lasting impact. Together, we create a community where every individual can achieve greatness, no matter how small the start.

## Roles and Responsibilities

Key Personnel			
Role	Name	Tel.	Email
SENCo	Mrs Lisa Morgan	01672 861202	<a href="mailto:l.morgan@kennetvalley.wilts.sch.uk">l.morgan@kennetvalley.wilts.sch.uk</a>
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SEN Governor	Mrs Ana Beverly		<a href="mailto:a.beverley@kennetvalley.wilts.sch.uk">a.beverley@kennetvalley.wilts.sch.uk</a>

## What are Special Educational Needs?

Children have SEN if they have a learning difficulty or disability that calls for Special Educational Provision to be made for them. Children have a learning difficulty if they:

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

Code of Practice (2015)

## What is Special Educational Provision?

Special educational provision is additional to, or different from provision provided for others of the same age in a mainstream school.

Code of Practice (2015).

## Rationale

At Kennet Valley C of E VA Primary School, we believe that we must provide every possible opportunity to develop the full potential of all children, including those with Special Educational Needs in all subject areas. Children have the right to a broad and balanced curriculum including extracurricular activities where appropriate and full access to the National Curriculum.

## Aims

Kennet Valley's approach to SEND is to ensure that all children within the school can achieve their full potential. All teachers understand that they have a responsibility to every child, their learning and progress, including those with SEND.

We value inclusion, removing barriers to learning and improving outcomes for children with SEND. We ensure that all children are respected and their self-esteem promoted throughout their time at the school. All staff work in close partnership with parents and we encourage all parents and carers to play an active and valued role in their child's education. Kennet Valley aims to provide high quality SEND provision that meets the needs of children with SEND by early identification and a close working relationship with specialist support services.

## Objectives

The objectives of our policy are:

- Early identification of children's needs and then early intervention to support them either in the classroom or through interventions
- Identify children making less than expected progress
- Regular target setting and monitoring of outcomes
- Three meetings per year with parents and children to involve them in the decision-making process
- To support children's emotional well-being so that they can become independent and successful learners
- To provide high quality teaching to meet the needs of children with SEND with a focus on inclusive practice and removing barriers to learning
- To work in close partnership with outside agencies to support the needs and provision for children who have special educational needs

## Identifying Special Needs

The Code of Practice describes four broad categories of need. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category or to label them in some way. At Kennet Valley, we identify the needs of the whole child that will include not just special educational needs.

The four broad categories of need

### **Communication and interaction**

- ▶ Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- ▶ Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

### **Cognition and learning**

- ▶ Learning difficulties cover a wide range of needs:
  - Moderate learning difficulties (MLD)
  - Severe learning difficulties (SLD)
  - Profound and multiple learning difficulties (PMLD)

- ▶ Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

- ▶ Children show signs of becoming withdrawn or isolated. They may display challenging, disruptive or disturbing behaviour. These behaviours may be symptoms of anxiety, depression, self-harming, substance misuse or eating disorders.
- ▶ Other disorders include attention deficit disorder, attention deficit hyperactive disorder, and attachment disorder.

#### **Sensory and/or physical needs**

- ▶ Vision impairment (VI)
- ▶ Hearing impairment (HI)
- ▶ Multi-sensory impairment (MSI) – combination of vision and hearing difficulties
- ▶ Physical disability (PD)

## How do we know if a child has a Special Educational Need?

Class teachers, supported by the Head teacher, are responsible for the progress of the children within their class. The school will always try to meet the needs of the children within a class by ensuring that High Quality Teaching is happening throughout the school. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children.

At Kennet Valley, children are assessed throughout the school year, including on entry. This allows the teaching staff to build a clear picture of each child and any needs they may have. We also use information from parents, previous settings, and past key stages to support the on-going assessment. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, consider what reasonable adjustments may need to be made for them. The ongoing assessments that teachers make allow them to identify pupils making less than expected progress. This may include progress which:

- 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

## What happens if child is not making expected progress?

If a child does not make expected progress throughout the academic year all staff will decide if that child need something additional to or different from current classroom provision. In consultation with parents and the child they will then be added to the SEN register. An Individual Education Plan (IEP) will then be agreed with the child, parents and teacher using The Graduated Approach. The IEP will have SMART targets which will be reviewed three times per year.

### **The Graduated Approach**

This is set out in The Code of Practice (2015) and is implemented once a child is identified has having SEN. It is a four part process: Assess, Plan, Do, Review

#### **▶ Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. The class teacher looks at previous assessments, progress, attainment and behaviour. Views from parents will also be taken into consideration. During this process outside agency support will be contacted if needed.

#### **▶ Plan**

Parents will be formally notified if their child is provided with SEN support (IEP) and placed on the SEN register. Outcomes will be agreed between teacher, pupil and parents. A clear review date will be on the IEP. These outcomes will be shared with everyone who works with the child.

► **Do**

The class teacher is responsible for working with the child on a daily basis. Where the child receives intervention the teacher still retains responsibility. They should also work closely with any TA or specialist teacher to carefully plan and assess the impact of support. The SENCO supports the class teacher in further assessment of the child.

► **Review**

The class teacher, SENCO, pupil and parents will meet on the agreed date set out in the plan to discuss the impact of support and interventions. The class teacher and SENCO will then revise the support in light of the review and any changes made discussed with parents. These meetings will take place 3 times a year as set out in The Code of Practice (2015).

Alongside IEP, where a child's needs are high, we will request an assessment by specialist services that support the school by completing a DART (Diagnostic and Referral Tool). Their report will feed into the IEP.

## EHCP – Education Health Care Plan

If, having followed the graduated approach of Assess, Plan, Do, Review the pupil is still not making expected progress despite various interventions, then school will contact the Local Authority to request an EHC needs assessment.

When applying for an EHC needs assessment the Local Authority will consider:- academic attainment, rate of progress, information about the nature of the SEN, evidence of action already taken, evidence of where progress has been made, which has only been possible because of intervention or support and evidence from clinicians and other health professionals. All of this evidence should be linked to the 'Support Plan' already in place for the child.

The Local Authority has to inform parents within 6 weeks of receiving an EHC needs request whether it is going to carry out the assessment.

If the assessment is granted then the whole process from EHC needs request to EHCP should take 20 weeks.

If the local authority decides not to issue an EHCP, they should inform the parents within 16 weeks.

In Wiltshire, an EHC Plan is a holistic way of support for planning for children with SEND looking at the whole person, their strengths and interests as well as their needs and challenges. Solutions will focus on what is important to the child, as well as capturing the views of their parents or carers.

An EHC Plan is the means by which specialist educational support is assessed, planned for and captured. We will offer additional support either individually or in small groups. The SENCO will be able to describe what additional support is being given and how effective it is. Where further assessment is undertaken, with the involvement of specialist knowledge, additional or different provision will be described in a MyPlan, setting out what support is required in order that desired outcomes are met.

The Local Authority must review an EHC Plan once a year.

As with other aspects of school life, it is essential that parents are fully involved with their child's engagement of learning. We value the partnership we have with parents, knowing that having an effective working relationship is vital to helping the child. If parents are fully involved in the identification, assessment, and decision-making process in the school then the outcome is much better for the child. The staff of the school value parents' contribution to their child's education highly. Throughout the graduated approach, parents are encouraged to involve their child in the decision-making processes, including recording children's views. The school will also update parents with relevant information in review meetings.

## The role of the child

As a school, we value the relationships that we have with all our children, including those with SEN and know it is important that they have a good understanding of their targets and next steps. We always show sensitivity, honesty, and mutual respect in encouraging all children to share concerns, discuss strategies and see themselves as equal partners in the school.

We pride ourselves on helping children to become confident and excited by their learning and to know that their opinions will be valued. We help them to practise making choices in class, and this is the case with any support that they are given. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

## Managing Pupils Needs on the SEND register

Each class teacher has a SEND file, which includes a copy of IEPs with a list of the interventions that children in their class are receiving. Teachers are responsible and accountable for the progress and development of all pupils in their class on the SEND register. Where children receive support from teaching assistants, it is the class teacher's responsibility to direct and manage that.

IEPs are reviewed three times per year and new targets discussed with the child and their parents.

A range of support services provided by the LA can be accessed by school to support our children with SEND. These services include: Educational Psychologist, Specialist SEN Service, Speech Therapist, Behaviour Support Team, Health and LA Personnel.

Any or all of these agencies may be involved in the delivery or review of targets set in IEPs to ensure children make good progress.

## Supporting pupils and families

Wiltshire Local Offer [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

The Local Offer provides information and guidance on services for children and young people, aged 0- 25, with Special Educational Needs or Disabilities (SEND). The website contains information about education, health, social care, preparing for adulthood and leisure.

Parent/Carer Forums and Advice Details of the following services can be found at:

[www.wiltshirelocaloffer.org.uk/support-andguidance/parent-support/](http://www.wiltshirelocaloffer.org.uk/support-andguidance/parent-support/)

- Wiltshire Parent Carer Council (WPCC)
- Action for Children
- SENIASS – Special Educational Needs and Disability Information Advice and Support Service

## Admission arrangements

For more information about our Admission arrangements please see our Admissions' policy. Kennet Valley School strive to be a fully inclusive school where children are supported and will be treated according to their needs in line with the school's policy for equality of opportunity. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

## Transition

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. We also invite parents and children to attend our 'Stay and Play' sessions, which allow them to get to know the school well before starting in our Early Years class. Children are invited for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that, they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from secondary schools are invited to visit us. Our catchment school, St John's, usually visit us and specialist staff from the Learning Support Faculty maintain close liaison. If it is felt that the catchment school will not meet the needs of a particular child, the SENCO will establish links with the most appropriate school.

## Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. We will discuss medical conditions with parents and the school nurse and where appropriate a Care Plan will be drawn up. Training for staff will be put into place where necessary and refreshed annually.

## Monitoring and evaluation

- Class teachers meet regularly with the SENCO and headteacher to discuss class concerns and next steps.
- SENCO will undertake learning walks to ensure teachers are confident to differentiate learning and remove barriers to learning.
- Head teacher, maths lead and English lead undertake classroom visits throughout the year.
- SENCO, with class teachers, parents and children will review IEPs three times per year
- Support and achievement of children on the SEN register is reviewed termly
- The comments of outside agencies, where appropriate and any recommendations are recorded and used in supporting children

## Training and resources

Through the monitoring and evaluating of our provision, the SENCO, with the Head Teacher, will identify any professional development needs of the staff. This will be discussed with staff throughout the year and at their Performance Management meetings and reviews. Staff who attend further courses will feedback at staff meetings or Governing body meetings.

The SENCO meets with SENCOs from other cluster schools to share good practice and seek support.

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

## Roles and responsibilities

### ***The role of the SEND Governor and Governing Body***

The governing body must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Provide challenge and support to the Headteacher and the SENCO to enable them to perform their role to the best of their ability.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties toward all children with special educational needs.
- Have a written SEND policy containing the information as set out in the SEND Code of Practice (2015)
- Have a written SEN Information Report, available on the website, in accordance with SEND Code of Practice (2015)

### **The governors play an important role in ensuring that:**

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.
- It does not treat a child with a disability less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply.

### **Role of the SENCO**

The SENCO is responsible for

- co-ordinating provision for children with SEN
- advising on the graduated approach to providing SEN/D support
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ensuring that the school keeps the records of all pupils with SEN/D up to date
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff
- Monitoring, evaluating, and reporting on the provision for children with SEN/D to the governing body in conjunction with the designated responsible person

## Concerns/Complaints

### **Refer to Complaints Procedure**

If parents have a concern concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and Head Teacher. Should the matter still be unresolved the parents should contact the 'responsible person' on the governing body. If the complaint remains unresolved, the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and Secretary of State.