

# Kings Road CPS



## Special Educational Needs

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To be reviewed	

Excellence, in every area without compromise

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## **Policy to promote the successful inclusion of pupils with special needs and disabilities.**

### **Section 1 - Vision and Ethos**

At Kings Road Primary School, we recognise that every child is unique and we are committed to ensuring that we meet their needs and discover the individual potential of every child. It is our aim that teaching and learning should be an exciting and fulfilling experience for everyone at our school.

All teachers are teachers of children with Special Educational Needs. Consequently, at Kings Road Primary School, we aim to create an inclusive curriculum and environment in which all children, including those with special educational needs can develop physically, intellectually and emotionally. This will be at a rate which is appropriate to their individual needs and where all children have equal opportunity to access the curriculum in order to realise their potential.

Every child at Kings Road Primary School will have full and equal access to a broad, balanced and challenging curriculum. Each child should reach their individual potential whatever their needs or abilities. We strive to be an inclusive school, engendering a sense of community and belonging.

We will endeavour always to ensure the wellbeing of all our pupils in relation to; being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

‘Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’

Pupils with a disability have special educational needs if they have any difficulty in accessing education and need any special educational provision to be made for them, that is anything ‘additional to’ or ‘different from’ what is normally available in schools in the area.

### **Key Personnel**

As a school, we believe that all adults involved in the care of the children should work together for the good of the child. This includes parents, teachers, governors, health authorities, support agencies, welfare and social services departments. The close cooperation between these is vital in order to ensure that any pupil with a special education need has this need met appropriately. When necessary, the Head Teacher or Special Educational Needs Coordinator (SENCO) will contact parents and the appropriate agency to ensure that the pupil receives the support they are entitled to.

#### **Named Special Educational Needs Co-ordinator –**

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#### **Named Special Educational Needs Governor – Mr David Jarman**

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## Section 2 - Our Aims

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, 2014.

### **Our aims:**

By raising the aspirations of and expectations for all pupils with SEN, Kings Road Primary School provides a focus on outcomes for children and not just hours of provision / support

We will achieve this by:

-  To identify and provide for pupils who have SEN and additional needs, ensuring that this identification is as early as possible in the child's school career
-  To work within the guidance provided in the SEND Code of Practice, 2014
-  To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN
-  To provide support and advice for all staff working with children with SEN different; from those provided as part of the school's usual differentiated curriculum.
-  The Class Teacher will plan and deliver the Provision Map with the support of a TA and/or other support staff where appropriate.
-  The SENCO will also be available to help support each Class Teacher with Provision Map writing and effective implementation of Provision Map targets in whole class planning.

We recognise that many pupils will have a special educational need at some point during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. We also recognise that ability and intelligence are not fixed and that a whole school 'Growth Mind Set' approach can have a significant impact on overcoming barriers to learning.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome these difficulties by parents, teachers and pupils working together.

## Section 3 - Identifying Special Educational Needs

The school will use Trafford's Graduated Approach documentation as a guide to their entry criteria for the SEN register.

'A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.'

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of the children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

### **Special Education Provision means:**

'For children aged two or more, special educational provision is education 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.'

Kings Road Primary School has due regard for the Special Educational Needs and Disabilities Code of Practice when carrying out duties towards all pupils with special educational needs, and ensure that Parents / Carers are notified when SEN provision is being made for their child.

The school also considers what is NOT a special educational need but which may impact on progress and attainment;

- Disability (the Code of Practice outlines the 'reasonable adjustments' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

## TYPES OF SEN

 SEN is divided into 4 types:

- 1) **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
  - 2) **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
  - 3) **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, or who may present as disruptive or disturbing, hyperactive or lacking in concentration.
  - 4) **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.
- Behavioural difficulties do not necessarily mean that the child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.
  - Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.
  - Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
  - Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

These 4 broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

### **EARLY IDENTIFICATION**

Early identification of pupils with SEND is a school priority. We believe that the early identification of a pupil with special educational needs is important if his or her needs are to be assessed and if the pupil is to achieve his or her full potential.

At Kings Road Primary School, children are identified as having SEN through a variety of ways including the following:

- Liaison with the child's previous school or Early Years Setting
- Liaison with the child's health visitor on entry to Nursery
- Child identified to be performing well below age related expectations
- Child making limited progress with their learning or development
- Concerns raised by Parents / Carers
- Concerns raised by the Teacher / Teaching Assistant / other school support staff
- Liaison with external agencies, i.e. Occupational Therapy, Trafford Sensory Impairment Support Service, Social Care, Speech and Language Therapy (SALT)
- Health diagnosis through a Paediatrician
- SEN diagnostic assessments
- Observations of the child
- Reference to Trafford's Graduated Approach guidance

The school will use a range of screening and assessment tools to identify SEND. Parental permission will be sought to complete these assessments. When children's needs are considered to be more complex, an assessment by an external professional will be pursued such as an Educational Psychologist (EP) or Speech and Language Therapist (SALT).

### **Section 4 – Graduated Approach, Assessment and Review**

The 2014 Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The Trafford's Graduated Approach guidance is used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an Annual Review meeting is held in addition to these. SEN Support Provision Maps are used to record additional provision for pupils on the SEND register.

## A GRADUATED APPROACH TO SEN SUPPORT

At Kings Road Primary School, we adopt a 'high quality teaching' approach. The key characteristics of high-quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and learning walks. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class Teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by 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

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

## FOUR-PART CYCLE

### Assess

In identifying a child as needing SEN support the Class Teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (in agreement with the Parents / Carers).

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

### **Plan**

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The Class Teacher and the SENCO should agree, in consultation with the parent and the pupil, 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. The support and intervention provided should 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. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

### **Do**

Additional provision / intervention is put into place for an agreed period of time.

The Class Teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain 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. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

We review the effectiveness of provision through:

- Monitoring progress made academically against national / age related expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with an agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, 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.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Head Teacher, Deputy Head and SENCO
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor

- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

## **MANAGING PUPILS NEEDS ON THE SEND REGISTER**

All children on the SEND Register will have a Provision Map, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class Teachers, Parents / Carers, pupils and other professional will all contribute to the Provision Map. The Provision Map is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where Parents / Carers and pupils will be involved in reviewing progress and setting new outcomes. Class Teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class Teachers are responsible for maintaining and updating Provision Map. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

**1. Universal level** funding is provided on a per-learner basis for all.

### **2. SEN Support (SS)**

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN Support.

### **3. Education, Health and Care Needs Assessments (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

This may also apply if a child has lifelong or significant difficulties. They may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHC Plan) will be taken at a progress meeting involving the key professionals involved in the interests of the pupil.

The application for an EHC Plan will combine information from a variety of sources including: Parents, Teachers, SENCO, Social Care and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of the targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible to apply for an EHC

Plan. Parents / Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health Care Plans Process (EHC Plans)**

1. Following Statutory Assessment, an EHC Plan will be provided by Trafford Local Authority, or the authority in which the child lives, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's Parents / Carers will be involved in developing and producing the Plan.
2. The EHC Plan will detail the band of funding provided by the LA to support the child in meeting the recommended outcomes.
3. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
4. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
5. The EHC Plan will remain with the child until the age of 25 years old under the new Code of Practice, unless deemed otherwise by Parents / Carers, Professionals and Social Care.

### **Section 5 – Supporting Children and Families**

Please see the school's SEN Information Report which is published on the school's website.

At Kings Road Primary School, we believe that a close working relationship with Parents / Carers is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively.

Parents / Carers are encouraged to take an active part in their child's education and have the opportunity to discuss their progress at key points during the year. Parents of pupils who are experiencing difficulties will initially be contacted by the Class Teacher for an informal discussion and encouraged to help them at home. More formalised and regular meetings will be arranged as required with the involvement of the SENCO if there are still concerns about the child's progress.

In cases where more frequent regular contact with Parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to Trafford's Special Educational Needs and Disability Information, Advice and Support Service (Trafford SENDIASS) where specific advice, guidance and support may be given.

Parents / Carers will also be encouraged to find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory [www.trafford.gov.uk/localoffer](http://www.trafford.gov.uk/localoffer) or by contacting the Family Information Service.

Class teachers, in partnership with the SENCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCO will liaise with the Class Teacher to assess pupils' eligibility for access arrangements.

## **Section 6 – Supporting children at school with a medical condition**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **Section 7 – Monitoring and Evaluation of SEND**

All the staff at Kings Road Primary School, including the Governors, are committed to providing the best possible educational opportunities for all pupils with special educational needs. We recognise that continuity of support and constant monitoring of pupils' needs is vital to ensure that each pupil receives their entitlement to a broad, balanced and relevant curriculum.

In order to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from the staff, Parents / Carers and pupils throughout the year. This is compiled in the form of parent and pupil questionnaires, discussions and through progress / provision map meetings with parents.

The success of the school's SEN Policy and provision is evaluated through;

- monitoring of classroom practice by the SENCO, subject co-ordinators and the Leadership Team
- analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts of children
- analysis of intervention data
- reviewing the value-added data for pupils on the SEN Register
- consideration of each pupil's success in meeting targets on their provision maps
- monitoring of procedures and practice by the SEN Governor
- school self-evaluation
- Governors' reports
- the LA SEN moderation process
- the School Development Plan / SEN Development Plan
- feedback from pupils, parents, carers and staff
- measuring impact of TAF meetings / interventions / outcomes

In evaluating the success of this policy, the school will consider the views of the Teaching Staff, Parents / Carers, Pupils and External Services.

## **Section 8 – Criteria for exiting the SEN Register / List**

If it is felt that children are making progress which is sustainable and the pupil is working within national expectations, then they may be removed from the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child.

The school will use Trafford's Graduated Response Approach documentation as a guide to their exit criteria for the SEN register.

If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

## Section 9 – Storing and Managing Information

The school will record the steps taken to meet pupil's individual needs. The SENCO will maintain the records and ensure that these are accessible. In addition to the usual school records, the pupil's file will include:

- information from Parents / Carers
- information on progress and behaviour
- pupil's own perception of difficulties
- information from health / social services
- information from other agencies

Information collected about a child's SEN is always confidential and will only be communicated to involved persons, with the knowledge and agreement of the child's Parents / Carers, the Headteacher or the SENCO. Confidential information regarding a child's SEN is kept securely in the child's file in the upstairs office. The file should not be removed without permission from the SENCO.

Each class teacher should maintain a class SEN file with current and previous provision maps. This should contain copies of pupil perceptions, reports from outside agencies, relevant background information and examples of work / other evidence, which is updated on a termly basis and supports the termly review and target setting procedures.

## Section 10 – Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole.

The board of governors, in consultation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review, both in development and monitoring
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND, including continual monitoring of the quality of the SEN provision

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

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

- developing and overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Provision Maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with Parents / Carers of pupils with SEND alongside Class Teachers, 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
- the preparation and review of statements / EHC Plans
- maintaining the school's SEND Register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- contributing to the in-service training of staff

**Class Teachers** are responsible for:

- Providing quality first teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

**TAs** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Provision Maps and monitoring progress.

## Section 11 – Training, Resources and Support Services

### **TRAINING**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff may also receive specialist training from medical practitioners or the sensory impairments services.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The school's SENCO regularly attends the Trafford LA SENCO network meetings as well as working closely with local schools, in order to keep up to date with local and national updates in SEND.

### **RESOURCES**

Special educational resources are made available from the school budget on a yearly basis and are purchased at the discretion of the SENCO, these are audited and updated regularly. Every class has been provided with an 'SEN Toolkit' to support the Class Teacher in meeting the needs of the children under their care. Key resources are held centrally and are accessible to all members of staff. For pupils who have specific requirements, the SENCO will source the equipment and request an allocation of funds from the Head Teacher.

Differentiated work for pupils with special needs is mainly prepared by the Class Teacher in order to ensure their entitlement to the full curriculum. However, some additional resources are available from the SENCO.

The school currently employs a large number of teaching assistants who work closely with the Class Teachers in delivering the curriculum to all pupils with special educational needs, one of whom is responsible for providing specialist speech and language support.

All Teachers are aware of the need for early assessment of pupils with special educational needs and of the continuous assessment and recording of their progress. The Local Authority provides specialised support and guidance for pupils with a sensory impairment, speech and language and physical difficulties at Special Support (SS). They work closely with the Class Teachers and SENCO to improve the pupil's quality of learning opportunities.

### **LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school recognises the important contributions that external support services make in assisting assessment. When it is necessary, colleagues from the following support services may be involved with SEN pupils:

- Educational Psychologists (EP)
- School Health
- Health Visitors (HV), including Physiotherapists and Occupational Therapists (OT)
- Speech and Language Therapists (SALT)

## Section 12 - Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are

under a duty to prepare accessibility strategies covering the maintained schools in their area. Kings Road Primary School's Accessibility Plan can be found on the school website.

### **ADMISSION ARRANGEMENTS**

Trafford LA manage the admissions process for all children at Kings Road Primary School, except for those attending Nursery and Amaryllis. The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice.

Kings Road Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

For pupils joining Kings Road Primary School and already receiving support at any stage of the Code of Practice, a meeting is arranged with the parents to discuss the pupil's difficulties and the level and the type of support they have been receiving.

Pupils will not be regarded as having learning difficulties solely because their language or home language is different from that in which they are taught.

### **TRANSITION TO KINGS ROAD PRIMARY SCHOOL**

Kings Road Primary School has an Admissions Team whose aim is to ensure a happy, safe transition for all of our children. During the pre-admissions meeting, pupils, Parents / Carers are invited to visit the school and meet the staff. Relevant information is passed at this point, from the Parent / Carer and other involved professionals to the school staff, including the school nurse, who use this information to ensure a smooth transition and maximise the pupils' learning, health and wellbeing.

There is also a 'New Intake Meeting' for Parents / Carers of children in the EYFS held in the summer term before the September intake and all departments have a 'Meet the Teacher' meeting for their new class in September.

As a child enters school, they (if appropriate) and their Parents / Carers are made aware of the home school agreement. This clearly states what is expected at home and at school.

For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit pupils in their current school where necessary. Videos of each class and the communal shared areas around school are also available to view on the website.

### **TRANSITION TO HIGH SCHOOL**

Transition to high school and / or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and have developed a comprehensive package to support transition, including:

- participation in the Trafford wide transition from Year 6 – Year 7 and using a new system to enhance our transition arrangements
- an exchange of effective and meaningful information and documentation giving the receiving school clear evidence of pupil attainment and achievement
- an opportunity for families to visit the new school
- work with the children in the classroom about 'changes' as part of work on Social and Emotional Aspects of Learning (SEAL)
- a programme of planned visits by the pupil to their High School during the summer term in Year 6 supported by a member of the pupil support team (additional visits are added as needed)
- visits are planned to ensure children are with their friends, and may be placed in a class with pupils who they know from the year before.

## **DISABILITY**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school accommodation for pupils is on the ground level. Extensions to the existing buildings now provide greater wheelchair access, the two main corridors have ramps for easier access and two disabled toilets can be found near the dining hall and one next door to the Speech and Language room. The Nursery and Pre-school building are fully accessible to young children in wheelchairs. The medical area is located to the ground level and all classrooms have been carpeted to reduce noise levels for pupils with hearing impairments.

The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

## **ENGAGING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN SCHOOL ACTIVITIES**

No distinction is made between pupils with special educational needs and their peers, unless on medical advice, and they are encouraged to join in all aspects of school life where possible. This encourages and develops tolerance, knowledge and understanding between all pupils. All educational visits have thorough risk assessments and are tailored to include all pupils so that they all receive the same learning opportunities and experiences.

## **Section 13 – Bullying**

As a school, we have a robust behaviour management system and Anti-Bullying Policy in place in order to prevent bullying in all forms (including cyber bullying). Having an identified SEN can make children more vulnerable to incidents of bullying. School staff will have due regard to this.

At Kings Road Primary School, we believe that pupils learn best in a safe and calm environment that is free from discrimination and in which education and enjoyment is the primary focus. The revised Ofsted framework which came into force in January 2012 includes ‘Behaviour and Safety’ as one of their key criteria for inspections ensuring that schools place this in high regard.

The school participates in Anti-Bullying activities each year as well as using strategies such as Reflection Time and Circle time to address issues around Behaviour and Bullying. Kings Road Primary School have also implemented a new scheme of work ‘JIGSAW’ which is used across school in all

classes to further develop children's emotional well-being, emotional literacy and sense of self-awareness.

In addition, pupils have a voice through the School Council.

### **Section 14 – Dealing with Complaints**

As with any complaint concerning any child within the school, the Parents are encouraged to meet with the Head Teacher, Mr Morgan, to discuss the situation and reach an agreeable solution. However, if the problem cannot be resolved, the Parents / Carers have the right to take their complaint to the Governing Body, and if necessary, to the Northwest Regional Disagreement Resolution Service.

Section 332B of the Education Act 1996 states that, 'the Local Authority must make arrangements with view to avoiding or resolving disagreements between Parents and schools about the special educational provision for their child.'

### **Section 15 – Reviewing the Policy**

The Headteacher and SENCO oversee the school's SEN policy and policy for Inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

This policy will be reviewed by governors on a regular basis.