

**Kiwi Primary School
Special Educational Needs and Disabilities Policy**



September 2023

Inclusion Leader: Mrs J Edgington-Cole

SEN Governor: Mrs K Austin

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Kiwi Primary School
Special Educational Needs and Disabilities Policy

This SEN policy is written to comply with the Special Educational Needs and Disability Code of Practice:0-25 year (Jan 2015), Children and the Equality Act 2010 and is informed by Keeping children safe in education statutory guidance from the Department for Education.

At Kiwi Primary School we take safeguarding very seriously and all of our policies are developed with a high priority on children's safety. All of our school policies are interlinked and should be read and informed by all other policies.

Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age;

and

- they require special educational provision to be made for them.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEN and disability can be found on Wiltshire's Local Offer – Wiltshire Council website

<https://localoffer.wiltshire.gov.uk/>

Introduction

At Kiwi School, we believe that all children should be given the opportunity to attain their potential. We recognise the need to view a child with Special Educational Needs or Disabilities (SEN) as a shared responsibility for all professionals who become involved with the child, and for those who have parental responsibility.

All children have the right to a broad and balanced curriculum, including, where appropriate, extra-curricular activities. Staff ensure a quality first teaching and a differentiated curriculum for individual needs and believe that through this, personalised learning strategies and reasonable adjustments, children will fulfil their potential.

Assessment is regularly undertaken, ensuring each child is making progress. Assessment also informs the next steps for children's learning as well as areas which may require further development.

Roles and Responsibilities

The governing body ensures that the school meets the duties set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

The Governor with oversight of the arrangements for SEN and disability at our school is: Mrs K Austin – admin@kiwi.wilts.sch.uk

Our Headteacher Mrs L Eatherington has overall responsibility for SEN and disability at our school.

Our Inclusion Leader, who is also the SENCO, is Mrs J Edgington- Cole

The responsibilities of the SENCO include:

- Overseeing day to day operation of the school's SEND policy.
- Co-coordinating provision for children with SEND
- Liaising with children, families, school staff, the local authority and outside professionals such as health, early help, charities and children's social care to help plan for targeted support for children with SEND.
- Organise and deliver Person Centred Annual Reviews for children with an Education and Health Care Plan.
- To compile evidence from records and provision to demonstrate a graduated approach towards an application for statutory assessment of needs.
- Providing a key point of contact for families and outside agencies particularly the local authority (LA) and LA SEN support services.
- Working collaboratively with the Headteacher and governing body.
- Liaising with pre-school and post 11 providers to ensure all relevant information is received and shared forward as appropriate.
- Monitor quality of planning for children with SEND and provide direct support for staff to plan effectively.
- Monitor the impact of interventions for SEND pupils.
- Actively support pupils with their behaviour, providing time to calm and repair.
- Support and manage Emotional Literacy Support Assistants and Thrive practitioners, including the impact and direction of their work.
- Ensuring records relating to SEND are kept up to date
- Work with the Governing Body and the Headteacher to ensure the school meets its obligations with regards to the SEND Code of Practice and the Equality Act 2010 (reasonable adjustments and access arrangements).

Parents can contact our Inclusion Leader at : sen@kiwi.wilts.sch.uk or by phoning the office 01980 632364

Objectives

Kiwi Primary School will do its best to ensure that the right provision is made for each child with special educational needs and disabilities. We are committed to discovering and providing the best learning outcomes for each pupil.

In implementing this policy, our goals are to:

- Identify all pupils who have SEN and disabilities as early as possible to ensure that pupils with SEN and disabilities have their needs met and that they make progress.
- Work in line with the Special Educational Needs and Disability Code of Practice: 0 – 25 years (Jan 2015).
- Provide support and advice to staff who work with pupils with SEN and disabilities
- Operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role
- Ensure that pupils with SEN and disabilities join in with all the activities of the school alongside their peers
- Adopt a 'person centred approach' to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decisions which affect them.
- Ensure there is effective partnership working with outside agencies when appropriate.

Identifying Special Educational Needs

Our teachers are responsible and accountable for the development and progress of ALL pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible.

We begin by:

- providing teaching that is of a high quality (Quality First Teaching)
- regularly assessing our pupils' progress and targeting areas of difficulty
- adjusting work for pupils who need this.

We may also seek further guidance from professionals within the LA and other agencies and adapt our provision, teaching and/or environment to meet more specific needs. Progress for all pupils is monitored regularly.

If a pupil continues to struggle and makes slower than expected progress despite additional support, we will consider whether they have a special educational need. This is a process involving the class teacher, SENCO, parents and the pupil.

If it is decided that a pupil has SEN and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEN record under the category of SEN Support. Parents will be informed in writing when this happens. The provision given at SEN support will be individual to each child, according to their SEN but it could include:

- a special learning programme
- extra help from a teacher or a teaching assistant
- working in a small group or help to take part in class activities.

Parents will be provided with regular opportunities to meet with staff to discuss the provision for their child. Staff will share plans in draft form for family input and approval each term. Planned outcomes are updated regularly as pupils move on, including between termly review dates and new outcomes are then planned. Children's views are gathered as part of the ongoing process.

Kiwi Primary will support most pupils with SEN at SEN Support. However, some pupils with more severe, complex and long term SEN may need an Education, Health & Care Plan (EHCP), especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the SENCO if they feel their child might need an EHCP.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. Kiwi Primary will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial to the child.

Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEN) and bereavement. These needs will be addressed appropriately using other processes or strategies.

Supporting Children with SEN and Disabilities

At Kiwi Primary we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress.

The four parts of this approach are as follows:

1. **Assess** – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so.
2. **Plan** - the teacher will plan the support needed, involving the pupil and their parents (with input from the SENCO if required). Planned learning will be reviewed as part of ongoing process and shared termly with parents.
3. **Do** – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. **Review** – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If needed, during this process, we may ask for advice from specialist support services, such as County Educational Psychology, Speech & Language Therapists, Specialist Teachers with specialisms in learning and behaviour needs and Children's Therapy Specialists. Parental permission will always be sought prior to this.

It is recommended that all children with SEN from service families are registered with CEAS. If you are posted overseas, you must register with CEAS. It is the parent's responsibility to register with CEAS. Forms can be requested from school.

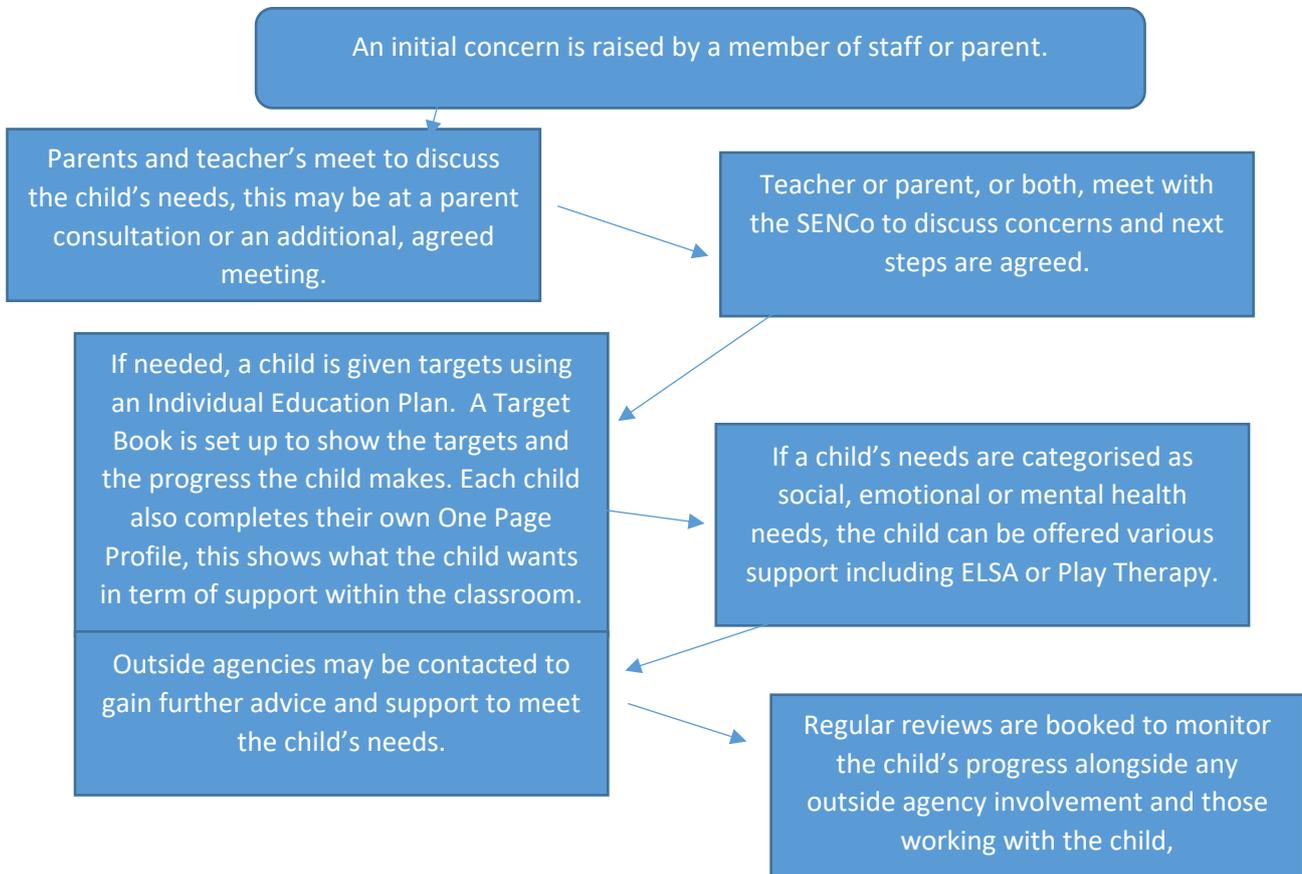
Additionally, pupils with EHC Plans have a yearly review of the progress made towards the planned outcomes in their EHC plans. This is called an Annual Review Meeting. The pupil, their parents and any relevant professionals are invited to this. At the meeting everyone will also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place

- consider whether the EHC plan is still needed.

A report of the meeting is sent to the Local Authority.

Kiwi Support Flow Chart



If a child has higher needs, further support is put in place. This can be any, but not limited to, the following;

- A My Support Plan can be set up.
- Resources are made available for the child. As an example dyslexia friendly text books, overlays, specific intervention resources such as Nessy.
 - Interventions tailored to the child's needs can be put in place.
- Further assessment can be completed to further support areas of need. For example dyslexia screeners and Star Assessments.
 - Speech and Language targets interventions on a 1:1 basis.
- Behaviour Support visits to observe and support children in school.
 - Access to the Sensory Room.

A pupil will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEN Support and parents will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

Transition Arrangements

Kiwi Primary is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school.

We work closely with the pre-school settings before children transfer to us in order to seek the information needed to make transfer as seamless as possible. Play and stay dates smooth the way before September starts. As children move on to their next phases, we work actively through the summer term to provide information to their new setting and support transition projects and additional visits for those who need them.

As we have a transient population, with many children changing schools mid-year, here at Kiwi Primary we endeavour to contact the next school to ensure a smooth and successful transition.

Training and Resources

Kiwi Primary aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities. The SENCO will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

Admission Arrangements

Admission arrangements for pupils with SEN and without an EHCP follow the Local Authority policy on admission to mainstream schools and in accordance with the Equality Act 2010. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

Concerns/Complaints

We aim to resolve any concerns or problems as soon as possible. Parents are always welcome to make an appointment to discuss SEN issues with the class teacher and SENCO and if necessary, the Headteacher. Any SEN concerns not resolved will be dealt with in accordance with the School Complaints Procedure available via the school website.

Signed _____

Head Teacher

Chair of Governors

Date _____

Date _____

Review Date: September 2024