



**KINGFISHER**  
PRIMARY SCHOOL

## Kingfisher Primary School

### SEND Policy

Date: September 2019  
Review Due: September 2020

Reviewed annually

## The SEND Team

Janey Denton – Executive Head / SENDCo

Sara Gascoigne- Head of School

Hannah Lawrence – Assistant SENDCo

Alison Brightman – Home School Support Worker

Our SEND team work closely with class teachers and teaching assistants, who deliver group or one-to-one interventions. At Kingfisher our teaching assistants are specialists in delivering BEAM, FIZZY, phonics, speech and language and precision teach.

Our SEND team also liaises with outside agencies, such as our Counsellor, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, School Nursing and Autism Outreach.

This policy provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on our approach to the provision and additional support required by the SEND Code of Practice 2014 for children with Special Educational Needs (SEN) and Disability. The code of practice reflects the changes introduced by the Children and Families Act 2014. The Code of Practice covers ages 0-25 and includes guidance relating to disabled children and young people as well as those with SEN.

## Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:-

- Have a significantly greater difficulty in learning than the majority of the children of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- We are committed to keep up to date with the current legislation and continue to train our staff in all areas of SEND so that we can meet the needs of all pupils.

## SEND Provision

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Sections 21 of the Children and Families Act 2014. Schools must use their best endeavors to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is not compromised by anything less. There is a strong focus on high aspiration, improving outcomes and independence for all SEND pupils to ensure they can succeed in their education and

successfully transition to adulthood.

If a child is considered to have a Special Educational Need or Disability, we will always require the consent from their parents or carers to make adjustments to their provision. Once agreed we will liaise with parents and make reasonable adjustments to teaching to ensure that the child will be able to full access the Early Years Foundation Stage or National Curriculum.

This will be achieved by:-

- Carefully adapting teaching and learning to a child's specific need.
- Creating individualised targets for all children on the SEND register, to ensure that they can access all aspects of the curriculum.
- Ensuring that daily provision is appropriate and supportive  
Carrying out SEND provision that has been agreed with parents/carers, Special Educational Needs and Disability Co-coordinator (SENDCO), Assistant SENDCO and Head of School.
- Informing the SENDCO or Assistant SENDCO of children who may require additional support.
- Contacting outside agencies when additional specialist support is necessary and carry out all targets and strategies that have been implemented by outside agencies.
- Involving the child in decision making about their special education provision.
- Working in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

## Partnership with Parents and Carers

Local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and local provision.

This will be achieved by:-

- The class teacher is the initial point of contact for responding to parental concerns.
- Class teacher will ask the child what support they feel they need.
- The SEND team will be available for meetings with parents and carers who have concerns about pupil progress or about the support they are receiving. At these meetings the SEND team will record parental/carer views and inform parents/carers of the level of support the child is receiving.
- Parents and carers will always be consulted if a child is identified as having a Special Educational Need or a Disability and may be involved in devising strategies for their child.
- Parents and carers will be asked for their consent for any involvement by medical or other outside agencies.

## Individualised Targets

Individualised targets will be drawn up collaboratively by the SEND team, class teacher and teaching assistant (TA). It will consist of achievable targets that are specific to the child's

needs, identified through a GAP analysis. The progress of pupils identified as requiring additional support will be closely monitored by the class teacher and TA through Raising Achievement Meetings. Targets will be worked on in class and intervention. Termly reviews of programs and progress will then take place and will be discussed between parent, child and class teacher.

### The SEND Process

- Encourages the participation of pupils and their families
- Integrates the work of education, health and care providers
- Follows a cyclical and graduated approach



### Education Health Care Plans (EHCP)

In cases where needs are exceptional, the school or parents/carers may request that the Local Authority make an assessment of educational and health needs to consider whether or not to issue an EHCP. If an EHCP is issued the Local Authority may consider the child to require a specialist provision for their education. That parents' and child's views will always be considered during this process. If a child is granted an EHCP the school, child, parents and professionals involved in the child's educational and health provision will be invited to take part in an annual review of the EHCP to ascertain whether adjustments are needed. The annual review will take place every 12 months if the child is 5 years or older and every 6 months if they are below the age of 5.

### In-School Review

Any pupils whose progress gives cause for concern will be discussed at the In-School review. This is a meeting that takes place 3 times per year with the School's Educational Psychologist, Speech and Language Therapist, class teacher and other outside agencies where necessary. A child's progress and attainment will be discussed and appropriate ways to move forward will be suggested and agreed upon.

### Assessment Procedures

Achievement meetings for SEND pupils and pupils identified as vulnerable are held every three weeks, led by our assistant SENCo. During these meetings interventions and personalised targets are discussed and evaluated based upon the identified need and stage of

the individual pupils; the progress made is evidenced within pupils work books. Strategies and approaches are discussed that will ensure pitch and delivery of targets and interventions are tailored to maximise the learning of pupils.

- Progress is monitored by teacher assessment of the pupil against their targets throughout the year. If a teacher feels a pupil gives cause for concern they may discuss it with a member of SLT, SEND team or a parent/carer.
- The SEND team may use other tests to assess a pupil's needs (with parental consent), when it is felt necessary and can approach external agencies for help.

### Responsibility for SEND

- The class teacher will provide an appropriate provision for all the children in their planning through careful differentiation. Their classroom management ensures that resources such as people, time and materials are used efficiently so that children with SEND can access the National Curriculum.
- All adults supporting SEND children are involved in the review of targets.
- Class teachers have responsibility for the children in their class.
- Provision for some children will involve other agencies. This is coordinated through the SEND team in discussion with the class teacher. It is the class teacher's responsibility to implement any specialist program that has been given to a child in their class.
- When a child has an EHCP the SEND team works closely with all the professionals involved. EHCPs are also reviewed annually by all concerning including the pupil, parents/carers and SEND team.
- The Head of School has overall responsibility for all of the children in her care.

### SEND Team Responsibilities

The SEND team is responsible for coordinating the day-to-day provision of education for children with Special Educational Needs.

- The day-to-day operation of SEND policy
- Monitoring the movement of children within the SEND system of the school
- Coordinating provision for children with SEND including time-tabling support
- Allocating resources for children with SEND
- Maintaining the school database and overseeing record keeping for children with SEND
- Contributing to the in-service training of staff
- Liaising with and advising staff and parents/carers
- Liaising with external agencies
- Organising the In-School reviews, EHCP monitoring and other multi-agency meetings
- Maintaining records for SEND children and passing them on when pupils transition
- Reporting the Head of School and Governors
- Gaining further knowledge and skills through attending courses
- Evaluating and facilitating the implementation of new initiatives in consultation with the Head of School and Governors

- Reviewing and updating the SEND policy in consultation with staff and Governors

## Role of Governors

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEND. The governors are kept informed and consider the overall provision and development for children with SEND. The Head of School and Governors review SEND expenditure annually through the budget setting process. The SEND Team report to the governing body , this includes a SEND update.

There is an identified Governor with the responsibility for overseeing the schools provision for pupils with SEND, who meets regularly with the SEND team for developments. The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The Governors ensure that the policy for SEND is regularly reviewed.