



BATH & WELLS  
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

## KINGSHILL CHURCH SCHOOL

### POLICY ON SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

#### Related documents and references:

2014 Children and Families Act  
SEND Code of Practice 2014  
Equality Act 2010

Kingshill Church School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Kingshill Church School is a primary school and is part of the Diocese of Bath and Wells Multi-Academy Trust. Kingshill works with these schools, along with the schools in the local cluster, which is part of North Somerset Local Education Authority to improve provision for children with SEND.

The SEND Policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who know the child best. Other enquiries can be addressed to:

Please make an appointment with the school office if you wish to speak to the Special Educational Needs Co-ordinator (SENCO)  
Tel: 01275 852720  
Email: [office@kingshillbwmat.org](mailto:office@kingshillbwmat.org)

## Headlines from the 2014 Code of Practice (updated 2015)

- The revised code of practice focuses on meeting Special Educational needs in the classroom (Wave 1 teaching) and, therefore as a school, we accept that the responsibility for meeting the educational needs of all students in our classroom lies with us.
- No more Statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans (EHCP)
- School Action and School Action Plus have been replaced by one school based category known as Special Education Needs Support (SENDS)
- All children are closely monitored and their progress tracked each term. Those at SENDS are additionally tracked by the SENCO.
- There are four broad categories of SEND:
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Communication and Interaction
  - Physical and Sensory
- We are working more closely with parents and children to ensure that we take into account the child's own view and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child. SEND pupils have 'Pupil Passports' which are reviewed each term.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEND register should make progress that compares well with the progress made by other children in the school.

## Definition of Special Educational Needs (SEND)

A pupil is considered to have Special Educational Needs if he or she has difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

These are not considered SEND: attendance and punctuality, children in receipt of Pupil Premium Grant, Looked after Children, behavioural issues and English as Additional Language.

Although there are acknowledged links – in some instances – with pupils who fall into these areas, they should not be regarded as having SEND.

The Equality Act 2010 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The school has produced a guide for parents of children with SEND which is available on the school website.

## SEND at Kingshill Church School

All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. Inquiries about an individual child's progress should be addressed at the first instance to the class teacher since he or she is the person who knows the child best. Subsequent support can be gained from the SENCO

Our objectives are:

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard by providing differentiation within a balanced and broadly based curriculum.
- To encourage and value the contribution of all children to the life of the school
- To ensure SEND children are able to access assessments which is the responsibility of the classroom teacher and SENCO
- To work in partnership with parents
- To work with the Local Governing Board to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To maintain records relating to SEND, which follow the child through the school, that are clear, accurate and up to date.
- To raise staff awareness of and expertise with SEND through INSET. ( in-service training)
- To ensure adequate resourcing for SEND.

Around 20% of our children have SEND Support (This is above the national average and means that all our teachers expect to have SEND children in their classes. Please see the Admissions Policy on our school website.

Types of SEND we which we have in school during a typical year include children with:

*Communication and interaction*

Autistic spectrum and speech and language disorders

*Cognition and Learning*

Dyslexia, dyspraxia, dyscalculia, moderate learning difficulties, global development delay

*Social, Emotional Mental Health*

ADHD, ADD, emotional difficulties, attachment disorders, mental health difficulties

*Physical and Sensory Difficulties*

Hearing impairment, occupational therapy issues. Other physical disabilities

*Medical Needs*

Toileting issues, food allergies, asthma (See the Medical Needs Policy).

The school recognises that pupils 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 where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have SEND and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practise (2014) is followed.

**Arrangements for Identification of Special Educational Needs Support:**

The graduated approach of 'Assess, Plan, Do, Review' is carried out as required in the SEND Code of Practise.

**ASSESS**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the classroom teacher and Head Teacher and a plan of action is agreed.
- If a class teacher believes a child is making less than expected progress, given their age and individual circumstances, they will seek to identify the cause with the support of the SENCO. This lack of progress 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
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching, group intervention, or some parental support. Otherwise, the child is placed on the Additional Needs Register as Special Educational Needs Support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer a diagnosis. Parents are advised to contact their GP if they think their child may have ASD or some other disability. The school does have access to an Educational Psychologist who can be called upon to administer assessments if needed.

### **Working With Parents and Children**

We aim to have open and informative relationships with all our parents. Four times a year the parents will receive a report on the attainment and progress of their child in Reading, Writing and Maths. If a child is experiencing difficulties, parents will be informed either; at parents' evening, with additional support letters or during informal meetings to discuss their child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

### **PLAN, DO, REVIEW**

In collaboration with the class teacher, a plan will be set up and monitored with the child and parents involved. (Pupil Passport) This plan will be time-limited and reviewed regularly. If the plan is successful then the child may be removed from SEND register. If the child has not made progress then a new plan will be written.

A child with extra SEND funding will need an Individual Support Plan which will be written with involvement of the parents and child. This plan will set out targets for the child to achieve, how they will be assessed and what resources and support the child will get. This will be reviewed at least every 2 terms.

### **Paperwork for children with SEND**

Once a child has been identified as needing SEND they receive a 'Pupil Passport' and the following paperwork is completed:

- 4 times a year, at progress meetings, between child, parent and teacher, the Pupil Passport is reviewed. The plan records specific and challenging targets for the child to achieve, either in a small group or 1:1, within a given time.
- Objectives are decided and records kept for those children who are working within a small group. The objectives will be reviewed with parent, teacher and child input.

### **Moving to an EHCP (Education, Health and Care Plan)**

If a child fails to make progress, in spite of high quality, targeted support at SEND, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point in the future benefit from a special school provision.

Children, who we think will manage in mainstream schools, albeit with support are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams, and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

## **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class. Children with SEND are entitled to be taught by their teacher, not always by a LSA (Learning Support Assistant). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a long term dependence on an adult.

The school has a range of interventions available which are listed on a provision map. Targets for children with SEND are deliberately challenging in an attempt to close the attainment gap. Interventions are often crucial in closing these gaps, so are monitored closely between teachers, SENCO and head teacher.

- Interventions are planned for in blocks of weeks.
- At the end of this time progress is assessed and recorded
- A decision is then made as to whether to continue the intervention if it is working or to try something new if it is not working.

The SENCO will monitor interventions to identify what works.

## **Exiting the SEND Support**

When it is felt that a child has made enough progress to be in line with their peers (Age Related Expectations - ARE) they may be removed from SEN Support. A letter will be sent to the parents informing them of the news. A meeting can be arranged should the parents wish.

## **Adaptions to the Curriculum Teaching and Learning Environment**

Kingshill Church School is disability friendly. The school has a disabled parking space, ramps can be put in place to circumvent stairs and we have an easy access toilet with motorised lifting bed. We generally find that no additional adaptions to the building are necessary for children with physical difficulties.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum.

## **Access to Extra-Curricular Activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaption to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

## **Staff Expertise**

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 practise and to discuss the needs of individual pupils.

All of our staff are trained to work with children with SEND. Some are very experienced and others are less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house training or CPD (Continuing Professional Development) given by outside agencies. Some of our LSAs have Makaton training which helps support children with communication difficulties. We have one HTLA (Higher Level Teaching Assistant) on staff. The SENCO offers advice, suggestions and resources with all staff.

If it is felt that additional specialist help is required then the school is able to buy-in expertise from the local authority or elsewhere. The school also has access to an Educational Psychologist working in the MAT schools.

## **Children with Social, Emotional and Mental Health Needs**

Behaviour is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history. If the child's behaviour is felt to be a response to trauma or home-based experiences we can proceed to an Early Help Plan with the family and support the child through the process.

If parents and the school are concerned that the child may have mental health needs we encourage parents to ask the GP for a referral to CAMHS (Child and Adolescent Mental Health Service). If a child is thought to have social, emotional needs then sessions given by the Learning Mentor can be offered with parental consent.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. Some pupils may need an Individual Behaviour Plan.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and if there is a cause, work with both the bully and the victim to improve social skills.

## **Transition Arrangements**

Transition into and within school

We understand how difficult it is for children and parents as they move in to a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes – including from nursery / pre-school - as smooth as possible. This may include for example:

- Additional meetings with the parents and child with their new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where coat hooks are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Kingshill Church School participates in the Link Programme which identifies pupils with difficulties. This programme runs from April to October with an intervention and support programme put in place to ensure a smooth transition from playschool to Reception.

Transition to Secondary School

As pupils on the SEND register progress to secondary school the SENCO will liaise with the various receiving schools. This will include inviting the SENCO from the secondary schools to Y6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with statements.

Transition review meetings are held with the receiving secondary school in the summer term for Year Six children. The secondary school SENCO is invited to Annual Reviews. Additional transition arrangements are put in place (extra visits, summer programme).

## **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

## **SEND Teaching Assistants**

The SENCO and Senior Leadership Team supervise the SEND Teaching Assistants and ensures their training is kept up to date. Their positions are assigned on a yearly basis and the hours of intervention are decided based on the child's needs.

## **Safeguarding**

The Head teacher and Mrs Julia Smith (Senior Teacher) are the designated Safeguarding leads. Both have undergone training and are kept updated as required by law.

## **Storing and Managing Information**

All pupil records are kept in a locked filing cabinet in the main office. When a child leaves the school the pupil's file is sent securely to the receiving school and if appropriate the SENCO speaks to the receiving SENCO to ensure a smooth transition. Records are forwarded to the SENCO at the receiving Secondary School if the child still has SEND. For those children who are removed from SEND while at the school their files are kept for 25 years from their date of birth.

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs.

All complaints are taken seriously and are heard through the school's Complaints Policy and Procedure.

## **Budget**

The school receives a budget from the DfE to ensure SEND children have the resources required. If a child has extra needs then the school can apply for Top Up Funding from the Local Authority.

## **North Somerset's Local Offer**

Although Kingshill Church School is an academy supported by the Diocese of Bath and Wells, North Somerset are still responsible for supporting SEND.

They have produced a local offer, the purpose of which is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 years old across education, health and social care. North Somerset's Local Offer is available from their website. [www.n-somerset.gov.uk](http://www.n-somerset.gov.uk)

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

July 2017

**Appendix One**

**SEND Cause for Concern Referral Form**

(Please complete this form with as much detail as possible and e-mail to SENCO)

**Name of Pupil** \_\_\_\_\_

**Class/year:** \_\_\_\_\_ **DoB:** \_\_\_\_\_

**1. Please tick which area(s) of SEND is/are of concern for the pupil**

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

**2. Briefly explain how you have differentiated the work for this pupil.**

**3. Briefly explain what difficulties the pupil is experiencing in accessing the curriculum.**

**4. Please detail any other factors which might be relevant i.e recent conversations with parents.**