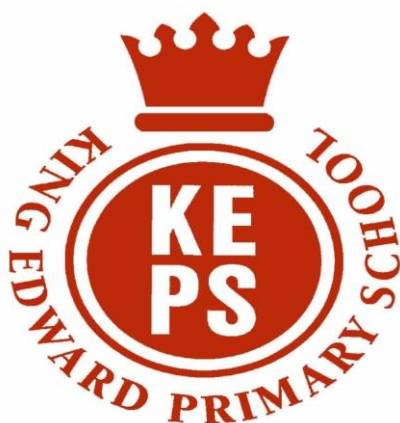


# **SEN POLICY**

## **King Edward Primary and Nursery School**



**Reviewed: January 2022**  
**Next Review: January 2025**

Approving body	Strategic Committee
Date approved	January 2022
Supersedes	June 2019
Consultation undertaken	SEN Governor/parents/staff
Complies with Equality Act	Yes
Supporting policies	Teaching & Learning Policy, Curriculum Policy, Access Plan
Review date	January 2025
Lead person	Miss Lucie Coupe
Signed	

## **Contents**

Introduction.....	3
Aims of King Edward Primary & Nursery.....	4
Responsibility for co-ordinating SEN provision.....	5
Arrangements for co-ordinating SEN provision.....	5
Admission arrangements.....	5
Facilities and provision for pupils with SEN.....	6
Allocation of resources for pupils with SEN.....	6
Identification of pupils needs.....	6
Access to the curriculum, information, and associated services.....	9
Inclusion of pupils with SEN.....	9
Evaluating the success of provision.....	10
Complaints procedure.....	10
In service training (CPD).....	10
Links to support services and voluntary organisations.....	11
Working in partnerships with parents.....	11
Links with other schools.....	12

## Introduction

### **Definition of special educational needs (SEN) taken from Section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottshelpyourself.org.uk](http://www.nottshelpyourself.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND (Special Educational Needs & Disability) Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services

across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The SEND Local Offer for KEPS is also available via our school website and clicking on parents and then on policies.

## **Aims of King Edward Primary School & Nursery**

**E**xcitement and **D**etermination= **S**uccess

King Edward Primary and Nursery School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

### **Our aims are:**

- To create an environment that enables each child to develop to their full potential whilst ensuring that all pupils have access to a broad and balanced curriculum appropriate to their needs in the best possible environment for learning. To promote success whilst providing basic skills for life and a differentiated curriculum appropriate to the individual's needs and abilities. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To ensure the identification of all pupils with SEN as early as possible. We recognise that this is most effectively done by gathering information from the child, parents, education, health and care services. This may be carried out prior to a child's entry into the school or at any time during their time with us.
- To regularly monitor and assess the progress of all pupils to ensure that they are able to reach their full potential. This may require use of additional assessment or tracking tools for pupils with SEN
- To involve parents in all stages of their child's education, including supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress and providing information annually on the provisions for the pupils within the school as a whole, including the effectiveness of the SEN policy and the schools SEN work.
- To work with and in support of outside agencies. We will seek the support of other agencies as appropriate, when the pupils, needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. All pupils on the SEN register will have regular one to one meetings with their class teacher to review and update targets. The class teacher will meet with the SENDCO termly to monitor these targets, review progress and provisions for pupils with SEN. Pupil participation is a right and is reflected in decision making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council, participation in school residential visits, out of school sports activities, school Smile Team – ensure SEN pupils are represented
- To ensure that the arrangements made for pupils with SEN are in line with and included in other relevant policies in school and comply with current legislation

This will be co-ordinated by the SENDCO and curriculum subject leaders. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for.

Responsibility for co-ordinating SEN provision

The person responsible for overseeing the provision for children with SEN and co-ordinating the day to day provision of education for pupils with SEN is Mrs Amy Binks (SENDCO)

The person responsible for leading the TA team and putting together TA timetables is Mrs. Dawn Daykin (Senior TA)

Arrangements for co-ordinating SEN provision

The SENDCO will hold details of all SEN support records including outside agency involvement, provision maps, Pupil Profiles, structured conversations for individual pupils.

**In each classroom a blue SEN folder for all staff to access will contain:**

- The King Edward Primary School SEN Policy;
- A copy of the full SEN Register;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health, and Care Plans);
- Recent information on that year groups individual pupils' special educational needs, including copies of their Pupil Profile, structured conversations and any reports from outside agencies
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

**Centrally the SENDCO will keep**

- Information on current legislation and SEN provision, including the Code of Practice
- Information available through Nottinghamshire's SEND Local Offer
- Previous SEN records, reports, structured conversations, interventions and provisions
- Intervention resources/programmes and resources

**Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health, and Care Plans and those without. Refer also to School Admissions Policy.

Where possible we link closely with any previous nursery or school a child has attended and carry out a planned or phased transition to KEPS if needed. As children move through school we plan and carry out individual transition arrangements as necessary to meet the child's individual SEN. This may be through extra visits, social stories, photo books, etc.. It will be carried out through close liaison with the child, parents and other adults working with the child.

We link closely with local secondary schools and where necessary we will carry out a detailed transition plan around a child's specific needs to enable them to move smoothly to their next stage of education. As a family of schools we work with the REAL team to carry out a specific detailed transition plan for a small number of pupils.

### **Facilities and provision for pupils with SEN**

The SEN register will be updated termly, and specific smart identified targets set for those pupils on this register, these will be recorded on a Pupil Profile or a structured conversation sheet.

We currently have a large TA team who specialise in SEN provision and support specific individuals or lead specific interventions throughout school. Sometimes these are for pupils who are not identified as SEN but need extra support.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 9.

### **Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which currently equates to £6,000. At King Edwards we look closely at the pupils needing extra support or resources and timetable these as appropriate. This is reviewed on a regular basis – at least half termly.

Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (We are part of The Brunt's Family of Schools which comprises of The Brunt's Academy, High Oakham Primary, St. Peters Primary, Sutton Road Primary, Mansfield Primary Academy, Sutton Road Primary and King Edwards Primary). The SENDCO from these schools will complete a bid form outlining the pupil's needs and proposed uses of this funding and present this to be moderated alongside other pupils at our termly Family SEN meetings.

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

We also access funding for these pupils through other sources e.g. pupil premium.

Identification of pupils needs

**Identification** - A graduated approach:

## **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be carefully monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school – this is often achieved through a structured conversation
- f) The child is formally recorded by the school as being a concern but this does not place the child on the school's SEN list. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. The pupil will be discussed at least termly at SEN review meetings and parents meetings.

## **SEN Support**

Where it is determined that a pupil does have SEN, this will be discussed with parents and the pupil will be added to the schools SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment

of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### ***Plan***

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Discussions with parents maybe through longer parents meetings, structured conversations or review meetings.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will often be recorded on an Pupil Profile, Structured conversation Sheet or a Behaviour Support Plan

### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### ***Referral for an Education, Health, and Care Plan***

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 a 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 will be taken at a progress review.

The application for Education, Health and Care Plans (EHC) will combine information from a variety of sources including parents, teachers, SENDCO, 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 targets set. A decision will be made by a group of people from education, health and social care about whether or

the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health, and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting Notts Ask Us Service on:

**<https://askusnotts.org.uk>**

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, 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 will be involved developing and producing the plan.
- b. 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.
- c. 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. This annual review enables provision for the pupil to be reviewed/evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Information on local provision/services will be shared.

### **Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Outside agency advice may occasionally be sought where a child's needs are more complex. Staff will be kept fully informed of any pupils in their class including sharing medical reports. The SENDCO will support and monitor in – class provisions to ensure that the curriculum is differentiated and appropriate to individual pupils needs where necessary.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Sometimes it may be necessary to withdraw the pupils/groups for specific interventions e.g. speech and language therapy or to use specific resources or areas within school e.g. nurture group. The SENDCO will also monitor these provisions.

The provisions accessed by individuals will be recorded termly on the whole school recording and tracking system. The effectiveness of these will be monitored by the SENDCO.

Training and learning opportunities will be provided for all staff in areas of SEN as needed. These will be planned for in the SEN Action Plan or provided as the need arises.

Alongside the pupil and parents we will set appropriate individual targets for all pupils on the SEN register that motivate pupils to do their best and celebrate achievements

at all levels. These will be small, measurable, achievable, and recorded on the school's child friendly Pupil Profile format. They will be reviewed at least termly – sometimes more frequently and new targets set. The child, parent and staff in school working with the child will have access to these.

### **Inclusion of pupils with SEN**

The Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the staff and subject leaders 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 through the termly 'Springboard meetings,' Early Help Unit, Multi-Agency Safeguarding Hub, etc.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is carried out verbally through review meetings, discussions with parents and agencies.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. The progress is recorded on Classroom Monitor following class teacher assessments and individual interventions are also recorded. This includes the mapping of SEN provision, and the monitoring, review and evaluation of interventions used to support pupils.

There is currently a termly evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENDCO and SEN Governor. It is planned to carry out a formal annual evaluation to include information from different sources such as child and parent discussions/survey, teacher and staff discussions/survey, parent's evenings. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO, who will be able to advise on formal procedures for complaint.

### **Continuous Professional Development**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Within the last year staff have undertaken training on:  
Autism

Dyslexia  
Active Maths  
Mental Health  
Draw and Talk Therapy  
Dealing with challenging behaviours  
Yearly CRB ½ day update or 1 day course  
English as an additional language

The SENDCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified using provision management.

### **Links to support services and voluntary organisations**

The school continues to build strong working relationships and links with external support services to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

The following services are currently involved with pupils in school and have visited recently:

Schools and Families Support Services:

Visually Impaired Team, Hearing Impaired Team, Cognition and Learning Team, Communication and Interaction Team, Early Years Team, Physiotherapists, Occupational Therapists, School Nurse/Health Visitors, Manual Handling and Disability Access support, Speech and Language Therapists, Educational Psychologists, Sherwood Area Partnership (Behaviour support), Physical Social and Emotional Development Team.

We also work closely with many other agencies for example Child and Adolescent Mental Health Services, Paediatricians, etc. The schools SENDCO is responsible for contacting, involving and liaising with these agencies where needed.

Working in partnerships with parents

We believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are encouraged to come into school and share concerns with the class teacher at the start or end of the school day. This can be informally or more formally during an arranged meeting or structured conversation. Where staff are concerned about a pupil they will telephone a parent or arrange to meet with them. The SENDCO will be informed and may be part of this meeting. Parents are kept up to date with their child's progress through parent's evenings and end of year reports. For the pupils with complex needs termly review meetings will take place involving the whole team

around the child. Parents may also be sign posted to the local authority Parent Partnership service where specific advice, guidance and support can be provided. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. These meetings will be minuted and a copy circulated to all those working with the child. The school's SEN Governor Mrs Jane Willets may be contacted at any time through the school office in relation to SEN matters.

Parents will be invited to and informed about meetings held concerning their child unless there are over-riding safeguarding issues.

### **Links with other schools**

The school is a member of the Brunt's Family of schools and Mrs Turner, works as Family SENDCO for this group of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

We plan and carry out detailed transition programmes for our SEN pupils where this is needed. These are arranged in consultation with pupils, parents and all adults working with the child.

---

**Signed** \_\_\_\_\_ *[Name]*  
**(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]*  
**(SENDCO)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ *[Name]*  
**(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed at least every three years.**