



Knowleswood
Primary School

Special Educational Needs and Disability (SEND) Policy

Introduction

Knowleswood is committed to ensuring that the necessary provision is made for all pupils with SEND.

The SEND code of practice (2015) states that all children and young people are entitled to an education that enables them to make progress so that they;

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into the next stage of their education.

We believe that every pupil, regardless of background or circumstance, should be given an equal opportunity to become the best that they can possibly be. We are committed to ensuring that all pupils have full entitlement and access to rich and diverse learning opportunities, which will open the doors to the future of their choice.

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy provides information and guidance for parents, staff and Governors on our approach to the provision and additional support required by the SEND Code of Practice for children with Special Educational Needs and Disabilities as set out in the 2014, Children and Families Act. The Code of Practice states the rights and duties introduced by the Special Educational Needs & Disability and Equality Act 2010.

The school has a designated Special Education Needs and Disability Co-ordinator (SENDCo) and information on how to contact them can be found on the school website.

School Admissions

In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision considering advice from other services. The school's accessibility plan/strategy is available on request or from the school website.

SEND Information Report

Schools have a duty to publish SEND information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the website under the policy menu. There is also a 'family friendly' version so that children can access some information too.

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** that calls for **additional and different provision** to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

(2015 SEND Code of Practice)

Roles and responsibilities in relation to SEND

The class teacher is responsible for:

- Monitoring the progress of all children.
- Providing quality first teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work or a personalised curriculum.
- Discussing any initial concerns with parents/carers and highlighting these concerns to the school's SENDCo.
- Writing and evaluating Provision plans and sharing these with parents/carers at least termly.
- Ensuring that they follow the school's SEND policy.
- Ensuring that any other adults who work with SEND children in school are aware of their strengths and difficulties.
- Helping other adults to deliver the planned program to help individual pupils to meet their targets.

The SENDCo are responsible for:

- Working with the Headteacher to write the SEND policy.
- Coordinating all of the provision for pupils with special educational needs or disabilities.
- Ensuring that parents/carers are:
 - Made aware of any concerns regarding their child's progress.
 - Involved in supporting their child's development.
 - Involved in evaluating and reviewing their child's progress towards set targets.
- Liaising with outside agencies to support children's development.
- Updating the school's SEND register.
- Ensuring that there are in-depth records of children's needs, targets and progress.
- Providing support and training to teachers and teaching assistants so that they can help all children to reach their potential.

The Headteacher is responsible for:

- The day to day management of all areas of the school's work, including provision for pupils with special educational needs or disabilities.
- Working closely with the Inclusion Lead and SENDCo and class teachers to delegate responsibilities and to ensure that the needs of all children are met.
- Keeping the Governing Body informed of any issues related to SEND.

The Governing Body is responsible for:

- Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities, in co-operation with the Headteacher and SENDCo.
- Establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The four areas of Special Educational Need

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction including autistic spectrum disorders
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical needs

'Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.' (2015 Code of Practice)

Identification and Assessment of SEND

Initial concerns about a child's progress or development may come from:

- The class teacher expressing concerns that a child's progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- The school's rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
- Previous educational settings such as previous schools, nurseries or Children's Centres.
- Parents approaching school with their concerns about a child's development.
- The child expressing concerns about their own learning or development.

Identification prior to entry:

Pupils entering school with special educational needs will be identified through close liaison with feeder nurseries/schools, consultation with support and health agencies and with parents/carers.

Assessment and Identification in Foundation Stage

We recognise that some of our children may enter school with verbal, cognitive and social skills that are below those expected for their age, and that they may need time to adjust to the demands of school-life. Unless there is a specific learning or physical difficulty already identified, children's progress towards the early learning goals will be closely monitored during the first term of the Nursery/Reception year. During the second term the Nursery/Reception teacher and the SENDCo will discuss any concerns about the progress of identified children, and set targets and success criteria accordingly. These will be recorded on an Initial Concern Form and parents/carers informed. The class teacher and SENDCo will review these targets and, if the child is still developing below age-related expectations, a decision will be made whether to place the child on the SEND register.

We make use of the "*Bradford Early Years Support Grid*" to identify children who are falling behind age related expectations and to support our judgements on whether there may be a Special Educational Need.

Assessment and Identification in Key Stage 1 and 2

Communication and interaction needs including Autistic Spectrum Disorders

Pupils with communication and interaction needs may have problems with one or more areas of speech, language or communication; including difficulties in understanding language or in making themselves understood. Where there are concerns about a child's verbal skills or understanding of language, a referral may be made to a speech and language therapist (with parental consent) in order to further understand needs and to gain advice on appropriate provision.

Autistic Spectrum Disorders (ASD) are a range of complex conditions which may affect social interaction, communication and understanding of the world. Where an Autistic Spectrum Disorder is suspected the SENDCo will make a referral to the Child Development Centre or Child and Adolescent Mental Health Services (CAMHS) to seek a formal assessment.

Cognition and learning needs

Children with difficulties with cognition and learning will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. We have rigorous assessment and progress monitoring procedure in place. Where there is concern that a child's progress has slowed or stopped or that they are falling behind their peers, teachers with support from the school's SENDCo, will begin to consider what barriers to learning a child may have and what additional provision may need to be put into place to help a child to progress. Targets will be set and the additional provision will be reviewed after a suitable period of time. A decision will then be made as to whether further provision is needed and whether to add the child to the school's SEND register.

The needs of children with specific learning difficulties will be assessed using the guidance in the Bradford council's Matrix of Need and appropriate provision made. Where a specific learning difficulty is suspected a referral to the SEND Inclusive Education Services may be made.

Social, Mental and Emotional Health

Children who have social, mental and emotional health needs may have delayed social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or concerning behaviour.

The class teacher, with support from the SENDCo, will usually identify where a child's social or emotional difficulties prevent them from learning or developing healthy relationships. Where this is identified the focus of provision will be to develop social skills, self-esteem and emotional literacy with a view to developing learning readiness, often through a referral to the school Pastoral Team.

We recognise that behavioural difficulties do not necessarily mean that a pupil has SEND; where these are apparent, assessment will be used to determine whether these are the result of unmet learning or communication difficulties. If a learning or communication difficulty is identified appropriate targets and provision will be put in place following the 'graduated approach'.

The Bradford Matrix of Need will be used to prescribe a 'best fit' level of need and to identify the provision which may be appropriate for children whose behaviour continues to have an adverse effect on their learning or social development.

Where there is concern that a child's behaviour may be the result of mental health difficulties, the school, with parental consent, will consult specialist agencies for support and to seek specialist provision.

If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour, the SENDCo and the school's pastoral team will work closely with the child's parents or carers to implement appropriate family support. A referral to Early Help may be appropriate.

Sensory and physical needs

Identification of the range of support needed for children with physical difficulties or sensory impairments will be made using the guidance in the SEND folder from the Local Authority. Referral for support from external agencies will be made by the SENDCo with parental consent.

Provision

Provision is always implemented based around the child's individual needs and is carefully tailored to meet specific targets. For children with SEND, provision will take into account the possible need for support in developing social relationships and will focus on enabling inclusion for all pupils.

Provision and specific interventions will be regularly evaluated to monitor their appropriateness and effectiveness. This will include assessment of pupil's attainment at entry and exit to the intervention using appropriate data. Parents/carers and children will be invited to become more closely involved in their child's learning and to give their views on the targets/ provision put in place.

Provision for pupils with SEND will be recorded on a provision map and detailed records of interventions will include all participating children, evaluations of progress, and details of intervention strategies used. These are also summarised on the whole school provision map.

The SENDCo, in consultation with colleagues, will continue to investigate and evaluate new intervention strategies as they become available to broaden and enrich the curriculum and to meet the diverse needs of our pupils. All intervention strategies will be based on need and not age. In this way children's individual learning needs are met on a personalised level.

The 'Graduated Approach' to SEND

Once a possible special educational need or disability has been identified, a cycle of assessment, planning, provision and reviewing will be used to ensure that the provision in place is the most appropriate in enabling a pupil to make good progress and secure good outcomes. As a greater understanding of a child's needs and difficulties is developed, decisions will be revised and provision altered as appropriate. If necessary, more frequent review and more specialist expertise will be drawn on in successive cycles to ensure that provision and intervention meets the needs of the pupil.

The Graduated Approach in practice

Where a child has been identified as having a special educational need or disability using the Bradford Matrix of Need these targets will be carefully tailored to address the child's primary area of need. Quality first teaching is carefully adapted to suit the child's preferred learning style and specific strategies are employed to help the child to meet these targets.

Where it is felt that the gap is not being closed by specially differentiated quality first teaching it may be considered appropriate to place the child in a small intervention group with children who have similar needs. The intervention will be carefully planned to address the children's needs and will be led by a trained adult. All interventions will be recorded on a provision map for pupils SEND support or above. The effectiveness of provision and children's progress towards set targets will be monitored regularly.

Staff are committed to working in close collaboration with a number of professional agencies outside of school to ensure that children's needs are fully met. Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through quality first teaching and specific small group interventions, advice may be sought from professional agencies outside of the school. In these cases, the class teacher or SENDCo will contact the parents/carers to discuss the need for outside agency involvement and to gain their consent for the referral to be made.

Where a child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school an educational health care plan (EHC plan) may be applied for. This will be done with the consent of the parents/carers and in collaboration with other professionals. The EHC Plan will give in-depth details of the child's needs and provision.

For pupils with an EHC Plan, pupil profiles will be updated by the teacher using the objectives from the plan as guidance. These will be completed in collaboration with the child where appropriate and parents/carers will be invited to express their opinions on targets, provision and progress. An annual review will be held by the SENDCo for children with an EHC plan, to which all relevant parties will be invited.

Putting children and families at the heart of our practices

We firmly believe that provision for children with SEND cannot be completely effective without cooperation with children and their parents/carers, and we value their unique knowledge of the child's needs.

Pupils are fully included in evaluating their own learning and in setting targets for future learning in cooperation with their class teacher. This is extended throughout the graduated approach to SEND through intervention plans and pupil profiles. Children will be involved in agreeing the provision that is to be put into place to help them to meet set targets.

For children with an EHC plan, an annual review will be held in addition to these meetings. This gives an opportunity for parents/carers, the school and other relevant professionals to discuss a child's progress, provision and targets. The child's views will be sought prior to the Annual Review and where appropriate, the child will be invited to attend the review.

Funding for SEND

SEND is funded as an integral part of the school budget. It is planned for by the Headteacher supported by the Senior Leadership team and monitored by the Governing Body.

Arrangements for considering complaints about SEND provision

The school follows the Exceed Academies Trust complaints procedure. In the first instance it is expected that any complaints will be dealt with through informal discussion with the relevant members of staff, including the SENDCo and the Headteacher.

Links to key documents

SEND Code of practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Bradford local offer

<https://localoffer.bradford.gov.uk/post/guide-to-the-send-code-of-practice-for-parents>

Bradford Matrix of need

<https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%202019%20V1%20090519.doc>
[x](#)

Early Years progress grid

[https://bso.bradford.gov.uk/userfiles/file/EPT/EY%20SEN%20Progress%20Grid%20September%202017%20RD040917\(1\).pdf](https://bso.bradford.gov.uk/userfiles/file/EPT/EY%20SEN%20Progress%20Grid%20September%202017%20RD040917(1).pdf)