# Diamond Learning Partnership Trust

## Special Educational Needs and Disabilities (SEND) Policy

## Coversheet:

### Staff responsible for day to day SEND support

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| **School** | Kimbolton Primary Academy |
| **Headteacher/ Head of School** | Suzi Whiting |
| **Deputy/Assistant Head** | Aimee Chhibber |
| **SENDCo** | Suzi Whiting<br>Maddi Smith |
| **Mental Health and Well-being Lead** | Aimee Chhibber |
| **Designated Person for Safeguarding** | Suzi Whiting and Aimee Chhibber |
| **Designated person for LAC** | Suzi Whiting |

Date: September 2024 – to be reviewed September 2025

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# Special Educational Needs and Disabilities (SEND) Policy

**Date: September 2024**

**(to be reviewed in September 2025)**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or you 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.

# Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010:advice for schools DfE Feb 2013
- SEN and Disability Code of Practice 0 – 25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document Sept 2013
- DLPT Safeguarding Policy
- DLPT Accessibility Plan
- Teacher Standards 2012
- This policy was created by the Executive SENCos of the Trust and Governors, in liaison with the SLT, all staff and parents of pupils with SEND, following the reforms in the SEN and Disability Code of Practice 0 – 25 (January 2015)

## 1. School Information

The Diamond Learning Partnership Trust (DLPT) delegates the responsibility for SEND support to the Executive and school based SENDCOs, who can be contacted via school offices. However the overall responsibility remains with Mrs S Connell the DLPT Chief Executive Officer (CEO).

See separate cover sheet for staff responsible for the day to day SEND support in the individual DLPT schools.

## 2. Introduction

This DLPT SEND Policy explains the broad aims of the Trust's arrangements for supporting pupils with Special Educational Needs and disabilities. Each school within the DLPT has a Statutory requirement to provide a SEND Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act). The Individual school's SEND Information Report is available on the school website and parents are also welcome to request it.

The school SEND Information Report explains each individual school's approach to SEND policy implementation and can be accessed via the school's website.

## 3. Vision

Our vision is to provide all pupils with the skills to achieve their full potential and to equip them with strategies which will help them to have meaningful learning experiences and prepare them for life beyond school.

## 4. Aims and Objectives

We aim to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- provide all pupils with a broad and balanced curriculum that is relevant and differentiated;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision;
- work collaboratively with parents, other professionals and support services;
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained;

Objectives

- Early identification of pupils with SEND.
- Monitoring the progress of all pupils in order to aid early identification;
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- Work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Provide support and advice for all staff working with special educational needs pupils.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

## 5. Identifying and Supporting Special Educational Needs and Disabilities

The SEND Code of Practice recognises four broad areas of need which give an overview of the range of needs which should be planned for. These are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Pupil's needs are identified by considering the needs of the whole child, this will include not just the special educational needs of the child, but other needs too.

Identification of behaviour as a need is not an acceptable way to describe SEN. Concerns relating to a child's behaviour are described as an underlying response to a need which the school will be able to recognise and identify clearly using knowledge about the child.

The Code of Practice (2015) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual curriculum and strategies.

**Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.**

## The SEND Register

The Register is maintained by the SENDCO. It is reviewed regularly to ensure that:

- new pupils who have SEND are put into the system quickly
- it informs teachers which pupils are on the SEND register and why
- it can be used to inform termly pupil progress meetings

In each Academy the provision, strategies and targets for pupils who are on the SEND register is recorded and reviewed on at half termly or termly basis. This will include pupils who are not making progress, making limited progress or who are working below age-related expectations or pupils who have barriers to learning, for which particular strategies have been put into place to support them to be successful in school.

These records should be shared with all staff so that everyone who is involved with the child knows what they are working towards. Teachers should plan for pupils to have opportunities to work towards their targets and record their progress.

### Criteria for exiting the SEND Register

Where a pupil's progress in the monitored area has improved significantly, they no longer need additional support, and discussions with the class teacher, SENDCO and parents/carers have been held, they may be removed from the register.

### SEND Support

Where it is determined that a pupil does have SEND, parents will be advised and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND 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:

<u>Assess – Plan – Do – Review (APDR)</u>

This is an on-going cycle of graduated response to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This APDR cycle enables the identification of those actions which are the most effective in supporting the pupil to achieve good progress and outcomes (see appendices for further detail).

Pupil progress will be monitored on at least a termly basis in line with the SEND Code of Practice. If SEND needs are felt to be significant and complex, support may be requested from external professionals. An Education, Health and Care Plan (EHCP)

request may be made, following this, if the child's needs are having a significant impact on their education.

## Education Health Care Plan (EHCP)

The decision to make a referral for an Education, Health and Care Plan will be made if school and parents think it is appropriate. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENDCO
- Outside professionals working with the child

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 panel of professionals from education, health and social care under direction of the Statutory Assessment Team about whether or not the child meets the criteria for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

## Barriers to Learning

All adults work together, using advice from professionals to meet the needs of pupils to determine ways to help the pupil to be successful in school. This could include supporting social skill development, providing sensory breaks or providing quiet place for pupils.

## Training of Staff

Training needs of staff are identified in response to the needs of the children, the changing face of special educational needs, disabilities and the New Code of Practice.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

There are regular Professional Development Meetings for teachers to improve their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

All new teachers and support staff undertake an induction programme and this includes an explanation of the systems and structures in place around the DLPT's SEND provision and practice and to discuss the needs of individual pupils.

The SENCos are invited to attend SENDCO cluster meetings to keep up to date with local and national updates in SEND.

### Assessment Arrangements

Pupils who are on the SEND Register may be eligible for support in KS1 assessments and KS2 Statutory Assessments (SATs) as well as in examinations in KS3 and KS4.

This may include:

- having a reader
- having a prompter
- working in a quieter room
- having rest breaks to aid concentration
- additional time

The individual school's SENDCO will discuss the needs of individuals with the class teacher/s and apply for arrangements in accordance with the DFE guidance and the exams access arrangements policy.

### External Agencies and Professional Support

A variety of support can be offered by external services such as advice to the school about targets and strategies, specialised assessment or direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

These services include:

- SEND Specialist Services 0-25 (Specialist Teachers, Specialist Practitioners and Educational Psychologists)
- Speech and Language Therapy Service
- School Nursing
- Community Paediatrician
- Locality Team (Family Workers and Education Inclusion Family Advisors)
- Sensory support team (hearing and vision impairment)
- Occupational Therapist
- Physiotherapist
- MHST (Mental Health Support Team)
- Emotional Health and Wellbeing Service
- Access and Inclusion Team
- Teacher of the Deaf

To access external agency support, completion of the service's referral form will be necessary, and in some cases an Early Help Assessment (EHA) will be required via the Liquid Logic online system.

## 6. Roles and Responsibilities

Provision for pupils with SEND is a matter for the DLPT as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the procedures for identifying, assessing and making provision to meet these needs.

The **local governing body** in co-operation with the Executive Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview of this aspect of the school. The local governing body, through the Curriculum Committee, monitor and discuss the SEND provision in the school.

**Governors must ensure that:**

- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2015);
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

Governors also play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development;
- SEND provision is an integral part of the School Development Plan;
- the quality of SEND provision is regularly monitored;

**The Chief Executive Officer (CEO) (Mrs. S. Connell) has overall responsibility although this is delegated as shown below.**

**Head Teachers and Heads of Schools** are responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the Executive Special Educational Needs and Disabilities Co-ordinator
- the deployment of all SEND personnel within the school
- overall monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

**Executive and individual school Special Educational Needs and Disabilities Co-ordinators (SENDCOs)** are responsible for:

- overseeing the day to day operation of the DLPT's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted between and within schools
- liaising with and advising other SEND staff
- helping staff to identify pupils with special educational needs
- carrying out and arranging assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- preparing applications for EHCP needs assessments
- maintaining the school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year assessments, SATs, etc.
- contributing to the in-service training of staff
- liaising with the SENCos in pre-schools, secondary schools and/or other primary schools (mainstream or specialist) to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- meeting with the SENDCO to discuss additional needs and concerns;
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- making themselves aware of the school's SEND Policy and procedures for identifying, monitoring and supporting pupils with SEND;
- meeting with parents of pupils with SEND to plan and set targets;
- writing targets, agreeing strategies, reviewing and collecting evidence for pupils as part of the Academy's SEND Procedures and paperwork ;
- meeting with professionals and implementing recommendations and advice.

**Teaching Assistants** work as part of a team with the teachers and external professionals supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the school learning environments and areas.

## 7. Admission of pupils with SEND

Admission for pupils with an EHCP will be dealt with in accordance with the SEND Code of Practice with schools consulted about admission through the Local Authority statutory assessment team. Where the school is named in a pupil's EHCP, the academy has a duty to admit the pupil.

For other pupils with SEND (whether SEN or Disabilities), standard admission procedures apply and admission is considered in the same way as for other pupils. We encourage discussions between families, school and external professionals to ensure that full consideration of pupils' needs and the accessibility of the school is understood before an application is made to ensure that appropriate provision can be made. School policy is to accommodate pupils with SEN or disabilities in line with parental preference and individual needs are planned for to prevent any pupils with SEN or disabilities being treated less favourably than other pupils.

## 8. Contacting the school about SEND provision

In the first instance, parents should speak with the class teacher about their concerns. Following this, parents can contact the SENDCO. If you are still not happy with the SEND provision at the school please contact the Headteacher to share your concerns.

Any complaint made by the parents of a pupil with Special Educational Needs or Disabilities will be dealt with in the manner described in the Academy complaints procedure.

## 9. Reviewing the Policy

The SEND policy is reviewed annually by the school governors and SENDCO.

## Appendices

Assess – Plan – Do – Review

This is an on-going cycle of graduated response 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 actions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

The class teacher and SENDCO consider information about the pupil's progress alongside national data and expectations of progress. This data includes formative assessment at benchmarking points, on-going termly teacher assessment and early assessment materials. Assessment of need may include areas beyond academic learning.

Plan

The child will be placed on the SEND register and their needs will be planned for. Any plan will be written and shared with parents/carers. This could involve small group work, the use of supporting materials such as pencil grips or writing slopes or seeking advice from external agencies and professionals.

Do

The arrangements decided at the planning meeting (often SEND parent's evening) will be carried out. The teacher will plan to ensure that the pupil has opportunities to address their targets regularly. This support is monitored by the SENDCO.

Review

Approximately 1 term after the plan was written and targets set they will be reviewed by the parents and teacher. This will lead to new targets being set to continue to meet the pupil's needs. This cycle will begin again to continue to meet the pupil's needs.

If pupils have made increased progress they may no longer need to be on the SEND register.

**Education, Health and Care Plans [EHCP]**

a. Following Statutory Assessment, an EHCP will be provided by the Local Authority, if it is decided that the child's needs are not being met by ordinarily available provision. The school and the child's parents will be involved in developing and producing the plan.

b. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHCP 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. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.