

SEN (Special Educational Needs) Policy

Kenmore Park Infant & Nursery School



Inclusion Manager - responsible for managing the school's response to provision made for children with SEN:

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Special Educational Needs (SEN) Policy

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014) Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Inclusion Manager, Mr J Snowden, has gained the National Award for SEN (NASENCo Award) and is a member of the Senior Leadership Team (SLT).

It was produced by the Inclusion Manager with advice and support from the School's SEN Governor and the Senior Leadership Team and in liaison with school staff.

Introduction

The SEN policy describes the way the staff at Kenmore Park Infant & Nursery School meet the needs of children who experience barriers to their learning. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many children, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be short-term or long-term. Above all we endeavour to uphold their right to an education. (CRC article 30)

Aims

At Kenmore Park Infant & Nursery School (KPINS), we work in the belief that all children are entitled access to a broad and balanced curriculum which is relevant to their needs. We respond positively to the diversity of the pupils in our school, and aim to create a caring learning environment which takes account of each child's language, identity and cultural background. All of the children in our care are unique, and any child could be vulnerable at some point in their school life. We are prepared to respond positively to the individual needs of each child, providing appropriate support that will help pupils achieve to their potential.

Every Teacher is a Teacher of every child including those with SEN. Quality-first teaching is expected.

Our school provides a focus on outcomes for children and we are determined to work in partnership with parents for the best interests of the child.

Objectives

- to ensure that the SEN and Disability Act and relevant Codes of Practice and Guidance are implemented effectively across the school;
- to enable all children to have full access to a broad and balanced curriculum through differentiated planning appropriate to the individual's needs and abilities;
- to ensure that all children with special needs take as full a part as possible in all school activities;
- to ensure that the special educational needs of individual children are identified, assessed and provided for;
- to provide specific provision matched to individual needs, in addition to differentiated classroom teaching, for those pupils on the SEN Register where necessary;
- to ensure that parents of children with special needs are kept fully informed of their child's progress and attainment. We recognise the need for strong home/school communication links in order to benefit all the needs of the child.

Areas of Need

The school will provide support for children based on the 4 broad areas of need identified in the SEN COP, 2014, whilst also recognising that children's needs often encompass two or more of these areas:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and/or physical needs

At KPINS we will seek to identify the needs of the pupils by considering the needs of the whole-child which will encompass more than just the special educational needs of the child.

Identifying & Responding to Special Educational Needs

Children have SEN '*Where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*' (SEND COP, 2014, p94)

KPINS will assess the progress of pupils through baseline assessments on entry and using available information from previous settings and other professionals. Class teachers, with the support of the SLT (Senior Leadership Team) and the Inclusion Manager/SENCo, will make regular assessments of progress for all pupils. Through examination of these assessments, children making less-than-expected progress (given age and individual circumstances) will be identified where, for example, progress: *

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap (SEN COP, 2014, p95)
- progress in areas wider than merely academic attainment will also be considered e.g. development of social skills.

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KPINS is committed to continually improving the quality of teaching for all children within the school. The **first** response to progress which is less than expected will be to consider possible barriers to learning by the Class Teacher and the Inclusion Manager/SENCo and to decide which (or whether) intervention programmes are appropriate at this stage. The Class Teachers and Inclusion Manager will engage in dialogue at this time with the child's parents to share views, concerns, supportive strategies, and to discuss expected outcomes.

Following quality-first teaching, appropriate adjustments made to the learning environment and any intervention, **the outcomes for the child will be evaluated** – usually after 6 weeks (though longer/shorter periods of time will be considered on individual circumstance). Outcomes showing progress described above * will ordinarily lead to the child being placed on the SEN register – though the school acknowledges that a lack of progress does not automatically mean a child has SEN and individual circumstances will be taken into account.

At this stage, the Inclusion Manager will consider assessment data along with the views of the Class Teacher and the child's family regarding whether a referral to an external agency such as Speech and Language Therapy or Visual Impairment Team is appropriate. In some circumstances, referrals at an earlier stage may be appropriate – particularly if an issue is identified regarding e.g. hearing impairment or an expressive language difficulty and such referrals will be made with the views and permission of the child's parent(s). Children identified as requiring support from outside agencies will also be placed on the SEN register.

We will seek to identify and address SEN at the earliest possible stage, whilst acknowledging that there are often difficulties identifying SEN with children who are so young. Infant schools face particular dilemmas when identifying children as having SEN. Children develop at different rates and this is especially true when children are of Infant & Nursery School age.

Accordingly, children in KPINS will typically be placed on the SEN register no earlier than the end of Autumn Term in Y1. This will allow Teaching and support staff to review progress at the start of the National Curriculum and to implement and review appropriate interventions. Children born in Summer Term (and who are therefore among the youngest in the year) **may** be given additional time – up to the Spring half-term before being placed on the register, following examination of progress data & discussions between the Class Teacher and Inclusion Manager and Phase Leader – if it is decided that the most likely factor contributing to a child's difficulties is their age.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialists.

Quality-first teaching, differentiated for individual pupils, is expected in our school as additional intervention and support cannot compensate for a lack of good quality teaching.

Staff practice is carefully reviewed to ensure the quality of teaching for all pupils including those at risk of underachievement through performance management observations, coordinator observations, learning walks and other methods such as Local Authority Reviews. This includes reviewing and, where necessary, improving staff's strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Graduated approach

The school is required to follow the graduated approach in accordance with the Code of Practice 2014. It has four elements:

a) Assess

This takes the form of:

- i) SEN concern forms completed by the class teacher, observations carried out by the Inclusion Manager/Class Teacher/Support staff
- ii) Assessments, if appropriate, carried out by the Inclusion Manager
- iii) Analysis of progress in comparison to peers

b) Plan

This takes the form of:

- i) Class Teachers planning differentiated quality-first teaching to meet the individual needs of pupils
- ii) A provision map identifying the provision for pupils with SEN
- iii) Setting targets/expected outcomes for pupils with SEN

c) Do

This takes the form of:

- i) Implementation of the provision map
- ii) Delivery of targets through IEPs (individual education plans) and group tracking sheets
- iii) As far as possible, pupils with SEN will be included in the class activities and have their targets delivered in the classroom for as much of the school day as possible

d) Review

This takes the form of:

- i) Termly SEN review meetings between the Inclusion Manager and class teacher
- ii) Parents meetings, where possible, the Inclusion Manager will attend
- iii) Tracking sheets for targets set which will be completed on a regular basis
- iv) analysis of data to be completed termly by the Inclusion Manager to identify success of interventions provided and pupils who may need further support

We will take particular care when identifying children whose first language is not English as having SEN. The school recognises that difficulties related solely to limitations in such children's English are not SEN. (SEN COP 2014, p96) The teachers, Inclusion Manager/SENCo will consider each case on merit and will ensure that parents views are consulted.

Exiting the SEN register

Following review of interventions including the rates of progress and discussions with the child's class teacher and parent(s), a decision will be made regarding whether children should be exited from the SEN register. Typically the decision will be made when:

- A child's rate of progress indicates they no longer require provision different from or in addition to the majority of other children.
- A child has been discharged from a specialist service due to achieving their outcomes.

Supporting Pupils & Families

KPINS will support pupils and families in the following ways:

- Guide parents towards the local offer - available to view at: <http://www.harrow.gov.uk/localoffer/>
- Guide parents towards and provide access to the school's SEN Information Report on the school's website at <http://www.kpins.harrow.sch.uk/>
- Aid contact and links with other agencies
- Ensure that children with SEND have their needs taken into account to enable pupils to access tests and assessments (responsibility of the Assessment Coordinator and Inclusion Manager)
- Support transition – from class to class and to other schools
- Provide access to the school's policy on *Supporting Pupils with Medical Conditions*

Supporting Pupils at School with Medical Conditions

KPINS recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including physical education and (wherever possible) school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision

Further information regarding arrangements in place in KPINS to support pupils with medical conditions can be found in the school's Policy for *Supporting Pupils with Medical Conditions* which will shortly be published on the school's website.

Admission Arrangements

Kenmore Park Infant & Nursery School strives to be an inclusive school and as such the Governing Body believes that the admissions criteria should not discriminate against identified groups of pupils with SEN or disabilities. The school has due regard for the practice advocated in the Code of Practice (2014)

Monitoring and Evaluating SEND Support

KPINS carefully monitors school practice in relation to evaluating the quality of provision for all pupils including those with SEN. This is achieved through:

Observations of staff members as part of the performance management process of the school

Auditing SEN practice

Sampling pupil voice

Sampling the views of parents through questionnaires

Through evaluating the above, a process of continual review and improvement of provision for all pupils is ensured.

Training and Resources

The Inclusion Manager will put forward an annual, itemised requested budget to the Head Teacher based on issues identified.

Any training needs which have been identified through processes described above will be addressed in-house if skills and resources required to meet them are present. If outside training is required, the Inclusion Manager will liaise with the CPD lead and outside agencies and organisations to identify relevant Continued Professional Development.

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.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's Inclusion Manager regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. The Inclusion Manager also makes use of local links such as Knowledge Centres and contact with the SEN Consultant at Harrow School Improvement Partnership (HSIP).

Roles & Responsibilities

Roles and Responsibilities of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- ensuring that the Governing Body monitors and evaluates the success of the SEN provision available in the school
- ensuring that provision is made for children with special educational needs
- having regard to the Code of Practice (2014) when carrying out responsibilities
- ensuring that governors receive relevant SEN training and information
- being involved in developing, monitoring and reviewing the SEN Policy
- reporting to parents on the school's SEN Policy
- Ensuring there is a qualified teacher designated as SENCO/Inclusion Manager for the school
- Ensure that decisions made by the school do not 'directly or indirectly discriminate against, harass or victimise disabled children...' (COP 2014, p16)

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- Ensure the school is making ‘reasonable adjustments including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.’ (COP, 2014, p16)
- Ensure that the school is publishing information to demonstrate compliance with the general duty to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children.
- Publish information about: arrangements for the admission of disabled pupils, steps taken to ensure that disabled children are not treated less favourably than other children, facilities provided to assist access of disabled pupils and accessibility plans
- (3.25) Ensure that: local governance arrangements are in place to ensure accountability for commissioning services or children and young people with SEND; decision making structures are in place so that partners can agree the changes that joint commissioning will bring to the design of services.
- (3.66) Ensure that arrangements are in place in schools to support pupils at school with medical conditions and should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported.
- Cooperate with the Local Authority

The Role of the Headteacher

The key responsibilities of the Headteacher include:

- ensuring that the school’s SEN policy is carried out
- ensuring that the governing body is kept up-to-date about SEN within KPINS
- informing the Governing Body how the funding allocated to support SEN has been used
- ensuring adequate training is provided to staff and governors
- working closely with the Inclusion Manager
- attending Annual Reviews of children with Statements of Special Educational Needs/Education Health and Care Plans

The Role of the Inclusion Manager/(SENCO)

- To maintain and update the SEN support register in line with the 2014 Code of Practice
- To meet termly with class teachers to review the progress of SEN pupils and identify those who might have SEN
- To refer to and liaise with outside agencies
- To inform parents when their child is placed on SEN support
- To liaise with parents of pupils with SEN as appropriate and where required
- To carry out observations and assessments arising from the SEN concern form
- To develop, maintain and review the provision map
- To analyse termly progress data and implement changes in provision in light of this
- To monitor provision for SEN pupils
- To provide training, advice and support for staff so that they can meet the needs of pupils with SEN
- Co-ordinate transition arrangements for pupils entering and leaving the School

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- Co-ordinate & line manage SEN support staff.
- Attend appropriate training to support the role, disseminate to staff and to use the school development plan to implement new developments
- To monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.
- Collecting and collating information required to make an application for an Education Health & Care Plan.

The Role of the Teachers

- To provide quality first teaching for all pupils
- To provide differentiated lessons which scaffold the learning of children all children including those with SEN through:
- To take into account the special needs of children within their classes
- To write and follow pupils' IEPs in consultation with the Inclusion Manager/SENCo
- To ensure effective delivery of targets set for pupils with SEN
- To complete a SEN concern form to note initial concerns
- To meet (at least) fortnightly with Support Staff to discuss required outcomes and to monitor the progress of children on interventions
- To work closely with Support Staff to ensure all children are able to access the curriculum
- To ensure parents are kept informed of their child's progress including those with SEND

The Role of Support Staff

- To deliver targets set for pupils with SEN
- To follow class teacher's plans to work with small groups of pupils
- To feedback progress to class teachers verbally, recording on tracking sheets or other appropriate means.
- To alert the class teacher or SENCo where there are further concerns regarding pupils, especially those already receiving SEN support
- To feedback to the SENCo when requested
- To encourage and enable the child to access the curriculum by helping him/her to learn skills and undertake tasks
- To prepare resources as required and to be given time to do so and to encourage independent use
- to attend Annual Reviews (if supporting a child with a Statement of Special Educational Needs) and liaise with parents when necessary
- work in collaboration with class teachers to ensure consistency in classroom procedures and to ensure progress.
- To be aware of pupils targets and adapt into a 'small steps' approach

Complaints Procedure

If a parent wishes to complain about the SEN policy or provision, they should in the first instance raise the concern with the Inclusion Manager who will attempt to resolve the situation. If an issue cannot be resolved within 10 working days, a parent can submit a formal complaint to the Headteacher in writing. The Headteacher will reply within 10

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working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office.

The SEN Code of Practice (2014) outlines additional measures the Local Authority must follow to prevent and resolve disagreements. These will be explained to parents if required.

Conclusion and Evaluation

The **Governing Body will monitor, evaluate and review** the Special Educational Needs Policy on **an annual basis**, to consider the effectiveness of the school's work on behalf of those pupils with special educational needs.

Person Responsible for Policy:- Inclusion Manager
Reviewed by the Governing Body – September 2014 and annually thereafter
(sooner re: implication of the Green Paper)

Date of Original Policy: 25th September 2014

Reviewed and approved by the GB: 12th October 2016

To be reviewed annually.