



Kirkstall St Stephen's

*Special Educational
Needs and Disability
(SEND) Policy
October 2021*

This school is committed to safeguarding and promoting the wellbeing of all children,
and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School

Name of Policy

CONTENTS

Rationale

Aims of the Policy

Legislation and guidance

Policy Definitions

Roles and Responsibilities

Provision

Monitoring and evaluation of SEND

Effective Transition

Raising of concerns

Links with Other Services

Rationale

This policy supports the whole school vision, and ethos statement, ensuring a consistent approach throughout all areas of school and our mission to ensure all children are cherished, challenged and valued as children of God.

KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:3.

They are like trees that grow beside a stream,
that bear fruit at the right time,
and whose leaves do not dry up.
They succeed in everything they do.

Aim of the Policy

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Allow all pupils to be entitled to a broad, balanced and relevant curriculum whatever their individual needs.
- Secure high levels of achievement for all
- Meet individual needs through a wide range of provision
- Ensure high quality teaching for all children
- Attain high levels of satisfaction and participation from pupils, parent and carers
- Ensure all staff to take responsibility for the identification, teaching and inclusion of students with SEND as an integral part of raising standards

- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- Work in a cooperative and productive partnership with the Local Authority and other outside agencies
- We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Policy Definitions

Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in their learning than the majority of pupils the same age; or
- Make little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Have communication and/or interaction difficulties and require specific individual interventions in order to access learning.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age within the area of the local education authority
- Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different to the language in which they will be taught

Special educational provision means:

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Students with medical conditions:

A student who has a medical condition will have an individual healthcare plan, which will specify the level of support required to meet their medical needs. This student may not necessarily have SEND but there may be an overlap of provision. Where this student also has SEND support for their needs this will be co-ordinated and planned alongside their healthcare plan. (The Children and Families Act 2014, Supporting Pupils at School with Medical Conditions, DfE, September 2014.)

Roles and Responsibilities

The SENCO will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Consult with the Local Authority and other relevant parties where it is appropriate to deliver a coordinated approach to SEND provision within the cluster

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Facilitating the pupil to make progress
- Identifying pupils who may need additional intervention and liaising with the SENDCO
- Working closely with learning leaders or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working closely with the SENDCO to regularly review pupil's progress and development and decide on any changes to provision
- Participate in appropriate training

Provision

Identifying special educational needs.

A pupil has SEND 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.

Four broad areas of need are identified in the Code of Practice and recognised within our school:

Communication and Interaction - this includes children with speech and language delay, and those who demonstrate social communication difficulties including Autistic Spectrum Condition

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or Developmental Co-ordination Disorder

Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with visual or hearing impairment, multisensory and physical difficulties.

We accept the principle that pupils' needs should be identified and met as early as possible. Kirkstall St Stephen's Primary School has a clear approach to identifying and responding to pupils with SEND.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These should seek to identify pupils whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Initially teachers will monitor concerns they have about individual children. These will be shared with the SENCo at pupil progress meetings.

Termly Pupil Progress meetings allow a dedicated time for class teachers and the senior leadership team to discuss children who may need extra support in class to enable them to reach their full potential.

At Kirkstall St Stephen's Primary School, staff are encouraged to access regular CPD in order to increase understanding of strategies that can be used to support pupils with additional needs. This is sometimes arranged as INSET or as external training.

A Graduated Approach to SEND Support:

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had access to appropriate interventions and quality first teaching.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. SEND Code of Practice (2014) 6.37

Wave 1 – High quality first teaching

In order to make progress a child may only require differentiation within a whole class setting. The differentiation may involve modifying learning objectives, teaching styles and access to strategies or resources.

Under these circumstances, a child's needs will be provided for within the whole class planning. Differentiation will be planned for daily by the class teacher.

Monitoring progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

This situation is closely monitored and, if it is felt after time that the child needs further support, the teacher would look at providing targeted support (wave 2).

Wave 2 – targeted

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at wave 2, possibly including small group interventions may need to be made.

Criteria for this level of support:

- There has been little or no progress despite differentiated activities and quality first teaching.
- Additional support is required to develop English or Mathematics skills
- Additional support is required for social, emotional and mental health
- Additional support is required for sensory or physical impairments
- Additional support is required for communication and interaction needs

Where needs are similar for a group of children, it is appropriate to support these children within a group.

The responsibility for planning for these children remains with the class teacher, advice may be sought from the SENDCO.

Wave 3 – Specialist Support

A child will receive specialist support if they:

- Continue to make little or no progress despite differentiated activities and appropriate interventions in the area of concern.

At this point, the child would be identified as having a special educational need and this would be discussed with the parent/carer before the child is added to the school's SEND register. A pupil receiving this level of support will have an individual SEN Support Plan detailing targets, strategies and frequency of support. A Positive Behaviour Plan may also be developed as part of the provision for pupils with SEND. Monitoring will take place and their support plan/positive behaviour plan will be reviewed three times a year.

Parents/carers are always informed if any outside agency is involved and parental consent is required.

Assess, plan, do, review

The SEND register is kept by the SENCO. Children can be removed from or added to the SEND register at any time through consultation with staff, outside agencies and parents. The SEND register is a working document amended throughout the year, due to the changes within school. This is regularly shared with staff to keep them updated of the whole school picture. In line with the SEN Code of Practice (2015), we follow a graduated response of a; Assess, Plan, Do, Review structure to identifying, managing and supporting children with SEN.

Assess:

Progress of all children is monitored through termly Pupil Progress Meetings. Where concerns around progress have been raised, intervention or monitoring strategies will be put into place and progress will be reviewed half-termly

Plan:

Where it is decided to provide a pupil with SEND support, parents will be notified. The teacher, SENDCO, parents and pupils should agree in consultation what adjustments, interventions and support will be put into place. This will include the support being given, targets to be set, expected impact and a date for review. All staff working with the pupil will be made aware of their needs, that outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded within the school's SEND information systems. For higher levels of need, we can refer to external agencies. The decision to do this would usually be made by the SENDCo.

Do:

The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one to one teaching away from the class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving, seeking further advice and advising on the implementation of support.

Review:

The effectiveness of the support and interventions are reviewed on a termly basis. The impact and quality of the support is evaluated by the SENDCO and along with the views of the pupil and their parents. The class teacher will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent, pupils and SENCO. Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has not made expected progress the school or parents may consider requesting support from an Education Health Care Plan.

Additional Funding

Where a child's needs meet Leeds City Council's criteria, the SENDCO will apply for Funding For Inclusion (FFI). The funding, if allocated, will be used to ensure that the individual has access to the curriculum and appropriate provision is put in place. Where pupils receive FFI funding annual reviews will be held and paperwork submitted to Leeds City Council evidencing the impact of the provision.

Education and Health Care Plan

Once a child is identified as having special educational needs, regular meetings between the class teacher and SENCO will progress. If after evidence-based intervention and support from external agencies, the child continues to make little or no progress, statutory assessment may be sought. The class teacher and the SENCO will submit an application to the local authority.

This form combines information from school, health and care and other professionals where necessary and focuses on where we want the child to be, and what their difficulties are. A child who has an EHCP will continue to have arrangements as for any child on SEN Support, and additional support specific to the individual child's needs. Regular assessment and review of progress will continue to be carried out in school by the class teacher and SENCO.

The Local Offer – Leeds City Council

Local authorities publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs or disabilities, including those who do not have Education, Health and Care (EHC) Plans. Leeds City Council publish their local offer on: <https://leedslocaloffer.org.uk/#!/directory>

Criteria for exiting the SEND register:

Where a child no longer requires provision different from or additional to that normally available to pupils of the same age, and he/she is making progress which is sustainable they may be removed from the SEND register.

Partnership with Parents/Carers

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Leeds SEND Information Advice Support Service).

If a pupil is identified as needing extra support in school, the class teacher will notify the child's parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's CPOMs record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

If a child is on the SEND register, parents will be involved in the assess-plan-do-review cycle.

Monitoring and evaluation of SEND

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. At Kirkstall St Stephen's Primary School we monitor and evaluate the quality of provision that we offer to all pupils. We do this through:

- Termly SEN meetings where staff views and parent/pupil voice information is gathered
- Analysing progress data for pupils with SEND
- Analysing attendance and exclusion data for pupils with SEND
- Annual parent surveys
- Day to day management by the SENDCo who provides leadership across the school.
- Monitoring progress against SEND priorities in the School Improvement Plan

Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEND support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Raising of concerns

Parents/carers can discuss SEND concerns with the relevant member of staff. This could be the class teacher or the SENDCO in the first instance. Should these concerns not be addressed, it can be escalated to a member of senior leadership.

Links with Other Services

At Kirkstall St Stephen's we have close links with the following agencies:

Educational Psychology

Speech and Language therapists

Occupational Health

Paediatricians

School Nursing

SENIT workers

STARS Autism workers

Social Care

Physiotherapists

