



# **Special Educational Needs and Disabilities Policy**

## **Kington St. Michael C.E. Primary School**

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At Kington St. Michael CE Primary School, we firmly believe in providing every possible opportunity to develop the full potential of all our children. All children have the right to a broad, balanced curriculum, including extra-curricular activities, where appropriate, and full access to the National Curriculum.

All of our children at KSM are valued and their self-esteem promoted. We work in close partnership with parents and carers, who play an integral, active and valued role in their child's education.

We use our best endeavours to secure special educational provision for pupils for whom it is required that is "additional to and different from that made generally for other children or young people of the same age in mainstream schools." This is provided within the differentiated curriculum and through Quality First Teaching, in order to better respond to the four areas of need as identified in the Code of Practice 2014. Please see link below

### [Code of Practice 2014](#)

The Code of Practice states that, "a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her; has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

Special Educational Needs and Disability in schools is considered under four broad areas:

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



### **Objectives of our SEND Policy**

- To ensure all pupils with special educational needs and disabilities, (SEND), join in with all activities in school and have full access to the school curriculum.
- To identify, at the earliest opportunity, any barriers to learning and participation for pupils with SEND.
- To identify children who need SEND support following a process of careful monitoring and assessment to ensure the best possible progress is made for all.
- To work closely with parents and carers to identify their children's strengths and difficulties, alongside recent assessments, to plan together to achieve the desired outcomes.
- To take into account pupil's views and wishes in order to develop high levels of pupil confidence and a closer partnership with pupils and support them to take ownership of their learning and progress.
- To follow a graduated approach to interventions, to follow a four part cycle of "Assess, Plan, Do, Review".
- To choose the most effective intervention available and to regularly and carefully monitor the impact of this on pupil's learning and progress.
- To ensure a high level of staff expertise to meet pupil need, through well targeted professional development and for all staff to have access to training and advice to support Quality First Teaching for all pupils.
- To work closely with external agencies and the Local Authority, where appropriate, to support the needs of individual pupils, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure support for pupils with medical conditions, ensuring full inclusion in all school activities through consulting with health and social care professionals as necessary.
- To identify the roles and responsibilities of all staff in providing for children's SEND.

### **Identifying SEND**

In accordance with the Children and Families Act 2014, Kington St. Michael CE Primary School aims to identify SEND at the earliest point and then make effective provision that improves the long term outcome for the child. Children with SEND are identified through the following:

- The attainment and progress of each child is continually monitored and progress meetings led by English and Maths subject leaders and SENDCo take place with class teachers three times per year. Data is shared with the head teacher and children not making expected progress are identified.
- Class teachers are constantly aware of their children's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify cause.
- Parents and carers occasionally ask us to look more closely at their child's learning. We take all parental requests seriously and make full, thorough investigations.

At KSM School, all 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 specialist staff. High quality first teaching, carefully differentiated for individual pupils, is our first step in responding to pupils who may have a SEND.

If evidence collected suggests that a pupil may have a SEND and additional support may be necessary, a meeting will be held with the parents, class teacher and SENDCo. If appropriate, the child may also be invited to this meeting.



The aim of this meeting will be to discuss strategies that have been used in class and assessments that may have been completed. If necessary, it will also inform parents that the child has been placed formally on SEND Support. Through this meeting, we will agree a plan and any necessary provision for the next term. The decision to give a child SEND Support will be recorded in the school and pupil records.

For pupils who require additional support, the SENDCo, class teacher, parents and pupil will meet together to write a KSM Support Plan and One Page Profile. These record the pupil's and parent's views of the child's strengths, difficulties and the long term outcomes that could be achieved through a SEND action plan and intervention. These outcomes may be provided within the school or require the involvement of an outside agency. A 'KSM Support Plan' will set out expected outcomes and specific, measurable, achievable, realistic and timely (SMART) targets that contribute towards achieving the long term outcomes. These documents will ensure all staff have an awareness of the child's needs and how best to support their learning.

SMART targets and support will be reviewed regularly throughout the year and shared with parents using the plan –do- review cycle set out in the SEN code of practice 2014. This is known as the graduated approach.

#### Assess

Assessment will be used to identify a child's needs and reviewed regularly to ensure provision is matched to the needs of the child.

#### Plan

Parents/carers and school staff will meet to discuss and plan the support and interventions appropriate to meet the agreed outcomes identified on the KSM Plan.

#### Do

The class teacher and support staff will be responsible for working with the child on a daily basis. The SENDCo will continue to monitor progress and liaise with class teacher to offer support and advice. We believe that children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. We seek the most effective strategy to attain progress and achieve the desired outcomes.

The strategies decided upon may involve a child receiving additional group work or 1-1 support, working on a specific intervention programme. Our focus is on outcomes, not the hours of support a child might receive. KSM has a wide range of interventions available and these are listed and explained in our Intervention Programme booklet. Copies are available from the school office and on our website.

If the child does not make the expected progress, in spite of high quality targeted support, or if their needs are complex, the school and parents will consider writing a Wiltshire My Support Plan, which outlines the needs of the pupil in more detail and often involves input from outside agencies.

Where the child's needs become more complex and the child continues to make less than expected progress on a Wiltshire My Support Plan school in partnership with parents may put in a request for an Educational, Health and Care needs assessment (EHCN also known as a 'My Plan' in Wiltshire).



An EHCN assessment will involve sending evidence to the Local Authority regarding the actions that have been taken to support the pupil. It will also include reports from the school, parents and any outside agencies that have been involved with the child. If the application is successful then an Educational Health Care Plan will be awarded which outlines the needs of the child in detail and what provision is required to meet the needs. The plan will be reviewed annually to which parents, child, outside agencies, SENDCo and class teacher will be invited.



## **Levels of SEN Support at KSM Additional Support for well being**

### **Class Level Concern**

Class teacher identifies a concern and parents will be informed. The class teacher will complete a WGRSS Quick Checker and may discuss concerns with the SENDCo. The teacher may plan short-term interventions with an aim to bring the child back in line with age related expectations. The assess, plan, do, review model is started at this stage.

### **SEN Support**

If pupils despite intervention at class level concern do not make expected progress then the school in discussion with parents will move the child to SEN Support. At this level pupils will receive more targeted support and this could be small group intervention or 1-1 support.

All pupils at this will be monitored with:

- A One Page Profile, which provides an overview of need, and any support strategies/interventions that are in place.
- A KSM Support Plan with SMART (Small, Measurable, Achievable, Realistic, Targets) targets that are reviewed at regular intervals throughout the year by the class teacher and SENDCo and next steps are planned.

If the child has more complex needs and outside agency involvement then they will move to:

- A 'My Support Plan' outlining areas of need, outcomes for the year and any specialist support that may be required. The class teacher will write this document in collaboration with the SENDCo, parents and any outside agencies that may be involved.

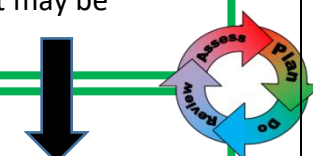
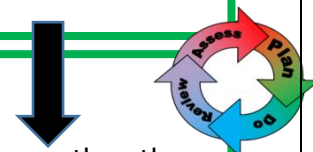
### **EHCP**

If the pupil despite targeted support and outside agency involvement does not make progress then the school may apply to the local authority for an Educational Health Care Plan (referred to as a My Plan in Wiltshire). The My Plan details strengths and interests of the pupil as well as their needs and challenges. The My Plan is the means by which specialist educational support is assessed, planned and captured. The Plan will detail planned outcomes for the child and what provision is needed to meet these outcomes.

'My Plans' are reviewed annually and all those involved in meeting the needs of the child are invited to attend. Pupil views will also be considered and this may be through attendance by the pupil or through questionnaires whichever is most appropriate.

For more information about 'My Plans' refer to the Wiltshire Council Local Offer

[Wiltshire Local Offer](#)





In order to ensure we identify the most relevant service to support a family or a child, we may request to undertake an assessment of their needs. This is known as an Early Support Assessment or ESA. This is a voluntary, supportive process and helps to identify what support the child or family might require. The focus of the ESA is to formulate a plan and a support package to help the family and child move forward. The ESA is completed with the child, family and school in partnership. Further information is on our website

[Early Help](#)

### **School ELSA (Emotional Literacy Support Assistant)**

At KSM, we have a school ELSA that is a specialist-teaching assistant who is trained to support children with their emotional well-being. The aim of the ELSA is remove the barriers to learning so we have happy children in school and at home. Please see our ELSA leaflet on our website outlining the areas that ELSA can support. Whilst the ELSA will be working closely with your child, the school SENDCo will be providing a supportive role to the ELSA and to parents throughout.

[ELSA Leaflet](#)

### **Roles and Responsibilities**

#### **Role of the SENDCo at KSM**

As stated in the Code of Practice 2014, the main roles and responsibilities of the SENDCo at KSM are as follows:

- Operational management and day to day running of the SEND Policy.
- Overseeing, maintaining and acquiring resources to support SEND and coordinate the range of support available for these pupils.
- Providing relevant advice and training for all staff. The effectiveness of such training will be monitored and evaluated by the SENDCO, and information provided during the annual evaluation of the school's overall SEND provision.
- Working alongside class teachers to assist them in assessing for, and identifying, SEND and planning to meet children's needs – through the Graduated Approach, to ensure all children make progress.
- Liaising with outside agencies, early year's providers, other schools, health and social care providers as well as the Local Authority.
- Overseeing and coordinating the completion of 'One Page Profiles and 'My Support Plans'.
- Liaising with the relevant Designated Teacher when a Looked After pupil has a SEND.
- Liaise with the parents and carers of children who have SEND.
- Evaluating and reporting on the provision for children who have SEND, to the Governing Body, in conjunction with the SEN Link Governor.
- Liaising with the local secondary schools, so that relevant information is passed on to the Year 7 teachers and support is provided for Year 6 pupils as they prepare to transfer to Key Stage 3.
- Liaising with the parents of pupils transferring to a new school, or phase of their education. This will ensure parents are informed about their options and to ensure a smooth transition is planned.
- Advising on the deployment of the school's designated budget and other resources to meet pupil's needs effectively.



- Regularly observing and supporting intervention group work to ensure it is high quality, targeted provision and will monitor the progress of children undertaking intervention.
- Ensuring the school keeps the records of all pupils who have SEND up to date.
- Working alongside the head teacher and the Governing Body to ensure the school meets its responsibilities under the Equality Act of 2010 about reasonable adjustments and access arrangements.
- Holding three, SEND Surgeries with parents over the year to discuss their child's progress and the impact of the intervention programme on their learning.

#### Role of the school governing body with regard to SEND

The governing body has statutory responsibilities for SEND provision. Currently the SEND governor is Andrea Bridle. SEND provision is a shared responsibility and all members of the governing body should have a good general knowledge of SEND throughout the school.

The governor must:

- Meet with the SENCO on a regular basis to gain information about provision made for pupils with SEND and monitor the implementation of the SEND information report.
- Have a clear understanding of the types of need across the school.
- Ensure that pupils with SEND have the opportunity to participate as fully as possible in all aspects of school life.
- Be involved in monitoring and subsequently reviewing the school's SEND policy.
- Work with the Head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that funds are allocated each year within the school budget specifically to cater for SEND pupils and to support the implementation of the SEND policy.

#### Role of the Head Teacher with regard to SEND

The Head Teachers responsibilities include:

- Day to day management of all aspects of the school, including the SEND provision, safeguarding and welfare.
- Safeguarding Lead.
- Keeping the governing body well informed about SEND in the school.
- Working closely with the SENDCo regarding all aspects of SEND.
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and ensuring that these strategies encourage involvement in their child's education.
- Working closely with the school SEND governor to ensure the school meets its responsibilities with regard to SEND.

#### Role of class teacher with regard to SEN:

The class teacher's responsibilities include:

- Providing 'Quality first teaching' to all which is differentiated for individual pupils.
- Monitoring progress and development of children in their class including where pupils have support from teaching assistants or specialist staff.
- Following the schools procedures for the identification and assessment of pupils with SEND.





- Keeping up to date record of the child's needs and provision
- Working with the child on a daily basis to plan and manage interventions.
- Liaising closely with the SENDCo regarding individual pupil needs, provision and progress.
- Working closely with parents/carers to ensure they are fully engaged in all decision-making and setting goals for children with SEND.

### **Admission Arrangements**

Normal admission arrangements apply. Our admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs, in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, (e.g. wheelchair access) the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body. Please see school website for more details.

### **[KSM Admissions](#)**

### **Specialist Facilities**

There are no specialist facilities or specialist resource base in the school.

### **Resources**

Most of the resources used by children having special educational needs are available within the classroom. Money will be spent on additional resources, staffing costs and time allocated to the SENDCO to manage the support for special educational needs and meet the objectives of this policy.

### **Partnership with Parents and Carers**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. The contribution of the parents/carers to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views, implementing, and reviewing the 'KSM Support Plans'. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the School Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND, this includes discussing the strategies for success in their 'KSM Support Plans'.





## **Local Authority Provision for children and young people with Special Educational Needs**

### **Wiltshire County Councils Local Offer**

Wiltshire Council's Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs and/or Disabilities (SEND). This website contains information about education, health, social care, preparing for adulthood and leisure. For more information contact:

[Wiltshire Local Offer](#)

### **Wiltshire Parent Carer Council**

An independent, voluntary organisation, which is managed and run by parent carers, for parent carers. They provide a consultation and participation service which enables parents to have a voice about services and support their children and families use. For more information, see link below.

[Wiltshire parent carer council](#)

## **Evaluating the success of our SEND policy**

This policy will be evaluated using a range of evidence:

- An analysis of all teachers' planning by Subject Leaders ensures that a differentiated approach is taken and that the learning objectives in the KSM Support Plans are identified and reflected in planning
- Parents/carers will be aware of individual targets set for children by discussing, receiving and having their views recorded on KSM Support plans.
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own Plans.
- Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Monitoring pupil progress using our online tracking system INSIGHT.
- Classroom observations by SENDCo and subject leaders.
- Ensuring that outside agencies, where appropriate, have their comments recorded on Plans and are involved in their development.

## **Complaints Procedure**

If parents/carers have a complaint concerning provision for their child, they should discuss this first with the class teacher. If this proves unsuccessful, the matter should be referred to the SENDCO and/or Head teacher. The school's complaints procedure (policy and leaflet available on our website) will then be followed.

## **Child Protection**

The designated teacher with responsibility for child protection and safeguarding is head teacher Mrs Victoria O'Brien (DSL) Deputy safeguarding lead (DDSL) is Mrs Ellie Burfoot. The safeguarding governor is Andrea Bridle.



### **Storing and Managing Information**

All children in the SEND register have an individual file, which holds information relating to their individual needs. The file may contain information about school-based observation, assessments and professional reports. These files are stored electronically and will be passed to the child's next setting when the child leaves KSM.

### **Supporting pupils with Medical Conditions**

At KSM, we recognise that pupils with medical conditions may need additional support so that they may have full access to education including school trips and physical education. Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010.

If a child requires a detailed health care plan this will be compiled in collaboration with the relevant health care professionals and parents.

### **Accessibility**

We are committed to providing an environment that enables full curriculum access to all pupils and one that values and includes all pupils, staff, parents and visitors. We are happy to make reasonable adjustments to accommodate individual needs where practical. Please read accessibility policy on school website for more details.

### **School Contacts:**

Victoria O'Brien –Head teacher and Designated Safeguarding Lead [-head@ksm.wilts.sch.uk](mailto:-head@ksm.wilts.sch.uk)

Nicola Waylen – SENDCo [Nwaylen@ksm.wilts.sch.uk](mailto:Nwaylen@ksm.wilts.sch.uk)

Andrea Bridle –SEN and Safeguarding Governor

Ellie Burfoot –Designated Deputy Safeguarding Lead (DDSL)

Joanna Merry –Chair of Governors

If you wish to make an appointment with any of the above please contact the school office on 01249 750454