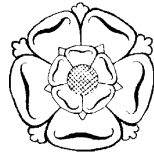


Kings Langley Primary School



Learning, Together

Policy for Special Educational Needs  
& Disabilities

updated - January 2019

## Policy For Special Educational Needs & Disabilities

At Kings Langley Primary School we believe that each pupil has individual and unique needs. We are committed to meeting the needs of those pupils with Special Educational Needs and/or disability (SEND) so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Kings Langley Primary School has written this policy in accordance with DfES guidelines, follows the new Code of Practice 2014 and the Children and Families Act 2014 (C+F Act).

This policy should be read in conjunction with the school's Special Educational Needs Information Report which can be found on the school's website: [www.kingslangley-pri.herts.sch.uk](http://www.kingslangley-pri.herts.sch.uk) and also on the local authority website as the local offer. Hertfordshire County Council has published its local offer of services and provision for children and young people with SEN on its website: [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

### Definition and Aims

In making this definition, KLPS follows the Code of Practice (COP) 2014 definition: "A pupil has SEN, where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

*Code of Practice 2014 6.15*

A person (*P*) has a disability if

- (a) *P* has a physical or mental impairment and
- (b) The impairment has a substantial and long term adverse effect of *P*'s ability to carry out normal day-to-day tasks.

*Equality Act 2010*

A child has a special educational need if:

- he/she has a significantly greater difficulty in learning than the majority of his/her peer group
- he/she has a physical or sensory impairment, which may impede his/her learning.
- he/she has a social or behavioural or mental health difficulty that impedes his/her learning progress
- he/she has a speech, language or communication difficulty that impedes his/her learning
- he/she has a combination of needs that impeded his/her learning
- he/she has missed a significant amount of school and so progress has been affected.

We acknowledge that a significant proportion of pupils will have special educational needs and/or disability (SEND) at some time in their school career.

Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum and create an environment that encourages activity, thought and understanding. It also aims to provide equality of opportunity for all our pupils regardless of age, ability, race or gender.

In particular, we aim to:

- work from our motto: "Learning together"
- enable every pupil to experience success
- promote individual confidence and a positive attitude, value and respect all contributions to school life
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, including extra-curricular activities and trips as far as is appropriate and are valued equally
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify as early as possible, assess, record and regularly review pupils' progress and needs as well as ascertaining the children's wishes in light of the age and understanding so that we are providing the best learning experiences
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively and proactively with parents, other professionals and support services in identifying, assessing and meeting SEND
- monitor, review and evaluate policy and provision on a regular and systematic basis.
- ensure that children with SEND lead happy and fulfilled lives (COP - Foreword)

### **Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, assessment, equal opportunities, gifted and talented and behaviour policies. Also disability equality scheme and accessibility plan are integral. The SEND Information Report is key.

## **Roles and Responsibilities**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head teacher and INCo (Inclusion manager), all members of staff have important responsibilities. The Code of Practice and other useful documents are available to all staff and located in the staff room or first Aid room.

### **The Governing Body**

The Governing Body at Kings Langley Primary School has a legal responsibility for determining the policy and provision for pupils with SEND. The governing body, with the Head teacher and staff of KLPS, has agreed this policy and the procedures for meeting the needs of those children with SEND. **Mrs Jacqueline Walton-Jones** is the representative governor for SEND and is actively involved. She meets at least once a term with the school's INCo **Mrs Helen Hanley** to support, oversee and ensure the governing body's legal obligations are carried out.

The governing body ensures that:

- as a school we co-operate with the local authority, and the local authority must cooperate with governors in relation to carrying out their duties towards children and young people with SEN
- the school admits a child to the school where they are named in the education, health and care plan (ECHP)
- SEN provision is an integral part of the school development plan
- the school use their "best endeavours" (C+F Act-2014) to provide the correct support 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, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the SEN Code of Practice (2014)
- parents are notified if the school decides to make special educational 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
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.
- the SEN Information Report is accurate and on the local authority website

### **The Head teacher (Mrs Paula Harris)**

The Head teacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues and getting their involvement if necessary
- working closely with the INCo (Mrs Helen Hanley) within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

### **The Inclusion Manager (Mrs Helen Hanley)**

The INCo, with the Head Teacher, plays a key role in determining the strategic development of the SEND policy and provision at KLPS, in order to raise the achievement of children with SEND. She has achieved (March 2010- March 2011) the National SENCO Award under Hertfordshire, Essex and Cambridge County Councils.

The **Inclusion Manager** is responsible for:

- overseeing the day-to-day operation of this policy, co-ordinating the provision for individual children, working closely with staff, parents and carers and other agencies.
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND (provision mapping- whole school and class)
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs) and learning passports, setting outcomes and SMART targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND, including the use of ICT
- 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.
- inviting parents to share in the writing of the IEPs and learning passports and reviewing
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's Inclusion register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class based assessments/records, mid and end of year tests, SATs, individual assessments based on intervention programmes. Providing information to carry out Pupil progress meetings

- contributing to the in-service training of staff (IDP, current developments, provision mapping, alerting staff to relevant CPD etc)
- managing learning support staff/teaching assistants (from Year 1 to Year 6)
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunch time and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- liaising with appropriate medical staff and supporting the staff when there is a need for medication/ physiotherapy etc.
- taking part in LA SEN moderation if it supports the work at KLPS (E.g. EHCP applications).
- the INCo will be involved in some teaching of children with SEND and some intervention strategies.

### **The Teaching Staff**

All staff are involved in the school's SEND policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with SEND. All teachers are teachers of children with SEND and actively seek to adapt the curriculum to meet their needs and are actively involved in the review process with the INCo as support. They deliver quality first teaching and have helped develop the whole school provision map to show what we do to support children with SEND. Those children with SEN but no ECHP are termed as receiving SEN support and will be included on the Inclusion Register. Teachers are also responsible for providing for the children in their care by writing and reviewing IEPs and/or learning passports in partnership with parents, the child and the INCo. They respond to pupils' diverse needs, aim to overcome potential barriers to learning and monitor progress. Teachers have responsibility to deploy their class TA (if they have one) effectively including providing appropriate support for children on the Inclusion Register.

### **Teaching assistants:**

- follow this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's and class procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- liaise regularly with the INCo receiving advice and feedback about organisation, appropriate intervention and relevant training.

## **Partnership with parents/carers**

At KLPS we value and accept the positive contribution and role parents /carers can make. The new COP/SEND reforms has asked schools and services to focus on more person-centred approach, "working alongside" families We make every effort to work in full co-operation with parents and carers recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

We at KLPS endeavour to support parents so that they are able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- understand procedures and documentation
- make their views known about how their child is educated (support in the writing and reviewing of their child's IEP/learning passport
- Have access to information, advice and support during assessment and any decision-making process about SEND provision.

As a school we encourage parents to seek support from the Parent partnership Service - renamed "Hertfordshire Special Educational Needs and Disability Information Advice and Support Service" and from Hertfordshire's local offer. We inform parents when special educational needs are first identified and keep parents informed if there are any changes. We try to support parents as much as possible with their child in school and work with the Partnership Manager of the Student and Family services team to support outside of school if necessary. The Three Villages Children Centre also provides a range of services and courses to support families.

Parents are informed about SEND through the Governors annual report.

### How we in Kings Langley Identify pupils with SEN

#### **On Entry**

We will assess each pupil's current skills and level of attainment on entry, building on information from previous settings and key stages where appropriate. In Nursery and Reception children are given a baseline assessment by the teacher or key worker.

We will consider evidence that a pupil may have a disability under the Equality Act 2010 and if so, what reasonable adjustments may need to be made for them.

### **Within school**

The school recognises the need for a graduated response to the identification and assessment of children who fall behind age appropriate expectations. This ensures that the response and provision offered will be suited to the current needs and will change over time - these are recorded on our provision maps (documents that detail current additional support).

We identify when children will need extra help:

- by monitoring our termly data in the core areas of English and Maths (carrying our further fact finding if necessary)
- through high quality teaching (teachers continually assess a child's progress through marking, observation and feedback)
- by carrying out formal assessments at the end of each term.

We also:

- monitoring our teacher assessments across the curriculum
- observing informally, children in lessons and at play, seeing how they approach learning and socialise with their peers
- discuss children's progress and learning with the SENCo (Special Educational Needs Co-ordinator), Mrs Hanley, Head, Teachers and Teaching Assistants
- talking to parents and carers, about our concerns
- talking to the children.

Reasons for concern may include, but are not limited to, the following:

- Poor progress
- Previous outside agency support
- Medical issues requiring monitoring
- Behaviour issues
- Social and emotional needs.

### **Once a concern has been raised:**

- the Class Teacher will ensure high quality teaching is targeting areas of weakness
- the Class Teacher will provide support and /or interventions to address the individual pupil's need and record and review these formally on the class Provision Map
- if the pupil has not made expected progress despite targeted intervention, concerns raised by the Class Teacher will be raised with the SENCo who may make suggestions for ways forward
- the progress of the pupil will be monitored by the Class Teacher and SENCo
- if the pupil makes sustained academic progress or the reason for the concern no longer applies, the SENCo will remove the pupil from the monitoring list and will no longer be involved in monitoring pupil progress



- if expected progress is not seen despite interventions or concern escalates, the pupil may receive targeted SEN Support.

### **SEN Support**

Pupils identified with Special Educational Needs will be placed on the Inclusion Register and parents/carers will be notified.

Pupils receiving SEN Support may have different areas of need including:

#### **Communication and Interaction**

Speech and language needs

Understanding what is said

Understanding social rules of communication

#### **Cognition and learning**

Learning at a slower pace than their peers even with appropriate differentiation

Learning difficulties covering a wide range of needs

Moderate learning difficulties (MLD)

Severe learning difficulties (SLD)

Support needed in all areas of the curriculum

Associated difficulties with mobility and communication through profound and multiple learning difficulties

Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

#### **Social, emotional and mental health difficulties**

Withdrawn or isolated

Displaying challenging, disruptive or disturbing behaviour which may reflect underlying mental health difficulties

Anxiety or depression, self-harming, substance misuse, eating disorders

Physical symptoms which are medically unexplained

Attention deficit disorder (ADD)

Attention deficit hyperactive disorder (ADHD)

Attachment disorder

#### **Sensory and/or physical needs**

Vision impairment (VI)

Hearing impairment (HI)

Multi-sensory impairment (MSI)

Physical disability (PD) requiring ongoing support and equipment

Some pupils may receive SEN Support due to alternative issues which impact on their progress and attainment, such as Looked after Children or pupils with complex health problems.

The SEN Support Register will be reviewed regularly and if support is no longer required, pupils may be removed from the register in consultation with parents and Class Teacher.

## **Statement of Educational Needs or Education and Health Care Plan (EHCP)**

Parents of pupils with a Statement of Special Need/EHCP will be invited to

- Termly meetings with the class Teacher, SENCo and parents/carers to review progress and set targets.
- Annual Review Meetings in school to discuss progress and needs of the pupil. This meeting will involve pupil(if appropriate), parents/carers, the Class Teacher, SENCo and external agencies involved in the care of the pupil.

EHCP applications for pupils with complex educational needs will be coordinated by the SENCo.

## **Individual Education Plans(IEP) and Learning Passports(LP)**

Pupils receiving SEN Support and those with a Statement/EHCP will agree personalised outcomes and targets for an IEP or LP (LP) each term at a meeting with school staff and parents/carers. IEPs are being phased out and will be replaced by LPs.

At Kings Langley Primary School we have adopted a graduated approach to supporting pupils, as recommended in the Code of Practice 2014.

- Assess
- Plan
- Do
- Review

We will regularly assess the needs of the pupil, plan and deliver appropriate interventions and review progress in partnership with parents.

Advice from outside agencies will be sought where necessary and contribute towards target setting.

## **Evaluation of SEN**

Measurable criteria for pupils with SEN:

- Achievement of targets/outcomes
- Progress in pupils work - dated and monitored by the class teacher
- Teacher assessment
- SATs scores/Rising stars optional test scores standardised score
- Conclusions from review meetings

- Boxall Profile score (Social and Emotional development collated by an outside agency)
- Self-esteem and self-confidence (PSHE Assessments and questionnaires designed by Mrs Eumen the pastoral support worker and those tests administered by the Educational Psychology Service/ CAMHS)
- Reports from external advisory services

### **Arrangements for monitoring and evaluation-Other**

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the INCO and subject coordinators
- monitoring of the whole school's provision, through annually updating the provision map (See Inclusion files) and biannually setting and reviewing class provision (Provision mapping)
- analysis of pupil tracking data (SIMS) and test results for individual pupils and for cohorts, vulnerable groups.
- value-added data for pupils on the SEN support register
- termly monitoring of procedures and practice by the SEN governor
- the school prospectus, which contains the required information about the implementation and success of the SEN policy
- the school development plan, which is used for planning and monitoring provision in the school
- regular meetings with TAs to discuss how we as a school monitor children's progress. Intervention records filled in by TAs/class teachers', report how well children are doing and whether the intervention is having an effect
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs/learning passports and outcomes, revise provision and celebrate success.

### **Early Identification**

At Kings Langley Primary School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has a SEN before they enter school, every effort is made with the early education setting, other agencies and parents/carers to enable the school to develop a learning passport to and provide additional support if necessary.

Needs are addressed and measures taken are recorded on the class provision map and progress is monitored (see above).

### **Links with other schools and facilities:**

At Kings Langley Primary School external services play an important part in helping the school identify, assess and make provision for pupils with SEND. Work with vulnerable groups is supported by the ESCO (Extended Schools Co-

ordinator). The school also has a pupil support worker who works with groups and individuals on pastoral issues.

The school receives allocated visits from the nominated Educational Psychologist and has a named Attendance and improvement officer.

The school seeks advice from the Specialist advisory service as and when necessary. In the past year we have received advice for children with ASD, Visual Impairment, Speech and Language difficulties, ADHD. The school also attends support group meetings for teachers and TAs.

The Speech and Language Therapist regularly visits the school to assess or support children with their identified need. She attends ECHP meetings and reviews and TAF meetings if her input is deemed necessary to support that child/children.

The school also has strong links with the SPLD base and receives regular visits from the Base teacher.

Multi agency liaison meetings are held at the school to ensure effective collaboration in identifying and making provision for vulnerable pupils, and communication is maintained between times.

Transition meetings are also held at school with the INCO, class teachers, TAs (if applicable) and SENCOs from the next school present to ensure smooth transition and transfer of records for children with SEND. This also happens at transition from pre-school to our Nursery.

We use Woodfield Special School as a centre for expert advice when dealing with children with SEND and now under DSPL 8 we can receive free support from Colnbrook School.

The school INCO attends all local cluster meetings and the CPD meetings.

### **Arrangements for complaints**

Should pupils or parents/carers be concerned with any aspect of provision they should discuss the problem with a class teacher in the first instance.

Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the INCO. She is able to see parents on Monday, Tuesday, Wednesday or Thursday and arrangements can be made through the school office.

In the event of a formal complaint parents should follow the procedures in the School's complaints policy.

## **Glossary**

SEND- Special Educational Needs and /or Disability  
SENCo - Special Educational Needs Co-ordinator  
INCO-Inclusion Co-coordinator/Manager  
ESCO-Extended Schools Co-Coordinator  
TA-Teaching Assistant  
COP-Code of Practice  
DDA-Disability Discrimination Act  
SPLD- Specific learning difficulty  
EP-Educational Psychologist  
CAF- Common Assessment Framework  
TAF-Team Around the Family  
PM-Provision Maps  
PPM-Pupil Progress Meeting  
IEP/LP-Individual Education Plan/ Learning Passport  
SAT-Standard Assessment Task  
ASD- Autistic Spectrum Disorder  
VI- Visual impairment  
HI -Hearing impairment  
C+F Act-Children and Families Act