



Kingsholm C of E Primary & Nursery School Special Educational Needs and/or Disabilities (SEND) Policy

'Every child deserves a champion -
an adult who will **never** give up on them,
who understands the power of **connection**,
and insists that they become the **best** that they can possibly be'.
(Sourced – Rita Pierson)

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1. Introduction

All pupils have a human right to be educated alongside their peers. Kingsholm C of E Primary School and Nursery has due regard to the **Special Educational Needs and Disability Regulations 2014, section 69(2)** of the **Child and families Act 2014, Equality Act 2010** and Gloucestershire County Council's Local Offer 2023. This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance.

Kingsholm C of E Primary School is an inclusive school. Everyone is different, everyone is valued, and everyone is loved. All learners, including those identified as having Special Educational Needs and Disabilities (SEND), are valued equally with others, and their progress is recognised and celebrated. We passionately believe that **all** our children should be able to reach their fullest potential, regardless of their circumstances, race, gender or ability and inclusion is at the heart of everything we do. We are committed to narrowing the attainment gap between pupils with SEND and others and we have high expectations of **all** children regardless of their barriers to learning. We provide all pupils with access to a

broad and balanced curriculum and to have equal access to the experiences and activities provided by the school.

2. Aims and objectives of the policy.

Aims

- To ensure a broad and balanced and full curriculum entitlement and access for all pupils, including those with SEND.
- To ensure that necessary provision is made for any pupil whose Special Educational Needs have been identified.
- To ensure that each pupil with SEND, as far as possible, is educated and joins in the activities of the school alongside pupils who do not have SEND.
- To develop strong partnerships between the school, parents/carers and their child with SEND.

Objectives

- To identify and assess all pupils with SEND as early as possible.
- To provide for all pupils with SEND by using the most appropriate agency.
- To involve the child with SEND throughout the whole process, taking into account their own wishes and needs.
- To ensure close co-operation between all agencies involved.
- To ensure the Equalities Act, SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To use our best endeavours to secure special educational provision for pupils for whom this is required that is 'additional to and different from' that provided within the adapted curriculum, to better respond to the four broad areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, emotional and mental health
 - Sensory and/or physical

3. Definition of Special Educational Needs and SEND register.

Definitions

Pupils have SEND if they have a learning difficulty or disability, which calls for **special educational provision** to be made for them. This may be:

- Significantly greater difficulty in learning than the majority of pupils of the same age; or
- A disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools within the area of the Local Authority (LA).

Pupils should not be regarded as having a learning difficulty solely because their home language is different from the language in which they are taught.

Special educational provision is additional to, or otherwise different from, the provision made generally for pupils of their age in mainstream schools maintained by the LA. Other School policies, including **Child Protection**, will apply as with all other pupils.

SEND register

Children's needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to learn and succeed. The areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or Physical needs

These areas of need are explained fully in the **Code of Practice** document 2014, [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)

Children experiencing difficulties in any one or a combination of these areas may be entered on the school's SEND register. The school's SEND register is regularly monitored and updated, with pupils being added or removed based on individual needs.

Where children have a medical condition and SEN, their provision is still planned and delivered in a coordinated way with use of a Health Care Plan as well as a My Plan or My Plan+.

4. Roles and responsibilities

Roles and responsibilities in the provision of education for pupils with SEND in the school.

The Class teacher

- To have overall responsibility and accountability for the progress and development of the pupils in their class, whatever their background or ability, including where pupils access support from Learning Partners or specialist staff.
- To follow the Graduated Pathway [Glofamilies Directory | Using the Graduated Pathway of Early Help and SEND Support](#)
- To provide high quality teaching, adapted or personalised for individual pupils within the classroom, ensuring pupils have access to appropriate opportunities and resources.
- To monitor and record the progress of the child as an ongoing process. Data collected should include high quality and accurate formative assessment and use of effective tools and early assessment materials. For higher levels of need this should also include specialised assessments from external agencies and professionals.
- To identify children who are experiencing difficulty, implement intervention and monitor the impact of such intervention, and complete a 'Cause for Concern' form (**Appendix 1**) if there is still no progress after a measured period of time.
- To inform parents/carers of areas of concern and to seek support from parents/carers. This should also include telling children, parents and young people about the local authority's Information, Advice and Support Services (see the Schools 'SEND Information Report and Co-ordinated Offer of Early Help for further information) [Glofamilies Directory | Family Support, Advice and Early Help Services](#).
- To give the pupil regular feedback about their progress, targets and provision, ensuring they have opportunities to share their viewpoint on their education.
- To keep records of this process for assessment by external agencies should this be required.
- For children experiencing emotional/behavioural difficulties, to keep evidence of strategies used and involve parents in a supportive role.

- To write, implement and review support set out in My Plans, on Edukey or in Pupil Passports ensuring outcomes are shared with pupils and parents/carers on an ongoing basis.
- As new members of staff join the school they are advised about the special needs arrangements and their responsibility towards the implementation of the policy.
- Each class teacher will be provided with an SEND Folder at the beginning of each school year, identifying the needs of pupils with SEND in their class. Information about individual pupil need is also recorded on our electronic record keeping systems, 'CPOMS' and Edukey.

The Governing Body

- Ensures the best possible provision for SEND.
- Are aware of their responsibilities for SEND and discuss issues regularly.
- Evaluates the success of the education provided by using the following criteria through regular governor monitoring visits.
- Ensures accurate up to date record keeping.
- Ensures that the needs of SEND pupils are made known to all who are likely to teach them.
- Ensures that teachers in the school are aware of the importance of identifying, and providing for, SEND pupils.
- Consult the L.A. when it seems to be necessary or desirable to co-ordinate SEND provision in the area as a whole.
- Report to parents on the school's policy for pupils with SEND through the school website.
- Ensure that the pupils integrate with pupils who do not have SEND so far as is reasonably practical.
- Have regard to the code of practice when carrying out their duties towards all pupils with SEND.
- Ensure that there is a qualified teacher designated as SENDCo for the school and that key responsibilities of the role are set out and monitor the effectiveness of how these are carried out.

The Headteacher

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Inform, through the School business manager, the governing body about SEND funding.

Deputy Headteacher (Inclusion)

- Managing and supporting the school's SENDCo and SEND & Inclusion Assistant
- Support provision of children at risk of exclusion
- To lead Pupil Review meetings and oversee interventions
- To have an accurate overview of the SEN profile in the school and the pupils currently on SEN registers from the information provided by the SENDCo
- To review the quality of teaching regularly and carefully for all pupils, including those at risk of underachievement.
- To ensure that the Head Teacher is fully informed about the SEN and inclusion provision across the school.

SENDCo

- To oversee the day-to-day operation of the school's SEND policy.
- To co-ordinate provision for children on the SEND Register.

- To review the quality of teaching regularly and carefully for all pupils, including those at risk of underachievement.
- To review, and where necessary, improve, teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.
- To analyse pupil progress data, alongside national data and expectations of progress and use these to reflect on and reinforce the quality of teaching and learning.
- To monitor records and documentation relating to the provision of vulnerable pupils e.g. My Plans, Provision on Edukey, CPOMS and Intervention data.
- To over-see the provision for children in care (CIC).
- To advise on the graduated approach to providing SEN support.
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- To liaise with parents of pupils with SEN.
- To liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- To be a key point of contact with external agencies, especially the local authority and its support services.
- To liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- To work with the Deputy Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To ensure that the school keeps the records of all pupils with SEND up to date.
- To have clarity of arrangements in place in order to respond to need.
- To monitor SEN reviews in liaison with the Inclusion Team.
- To monitor teaching arrangements made for SEN children including the deployment of learning partners.
- To advise the LA when a formal assessment may be necessary.
- Liaise with a pupil's previous setting to ascertain provision needs on entry to our setting.
- To work with the Deputy Headteacher to analyse the impact of SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Monitoring staff to identify any who have specific training needs regarding SEND and incorporate this into the school's plan for continuous professional development.

Inclusion Team

SEND sits at the core of the school's inclusion team, which is made up of the following roles:

Designated Safeguarding & Family Support Lead

Pupil Pastoral Support & THRIVE Lead

Learning Mentor

Educational Welfare Officer

SENDCO

SEND & Inclusion Assistant

The function of the inclusion team is to support teachers in delivering the best provision for vulnerable pupils and those who may have barriers to learning. The inclusion team are line managed by the Deputy Headteacher for Inclusion and Early Intervention.

5. Identification and Assessment of Pupils with Special Educational Needs

The school has a system for regularly observing, assessing and recording the progress of all pupils. This is used to identify pupils who are not progressing satisfactorily and who may have additional needs. We will assess each pupil's current skills and levels of attainment when they start Kingsholm Primary School. This will build on information from previous settings. We will also consider any evidence that a pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Based on the school's observations and assessment data, Pupil Review Meetings and discussions between the class teacher, Inclusion Team and parents or carers, the pupil may be highlighted as needing further support and provision.

When teachers identify an area where a pupil is making slow academic progress or there is a change in their emotional health and wellbeing, they will target the pupil's area of difficulty with adapted, high-quality teaching or gain advice and support from the Inclusion Team. If progress and /or emotional health and wellbeing does not improve, the teacher will raise a concern with the SENDCo to have an initial discussion about whether the lack of progress may be due to a special educational need. Where necessary the SENDCo will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Potential short-term causes of impact on behaviour or progress will be considered, such as bereavement or a medical need. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The Graduated Response to SEN

High quality teaching adapted for individual children is the first step in responding to children who have or may have SEND. Teachers are responsible and accountable for the progress and development of the children in their class, including SEND pupils, fully in their delivery and teaching of the National Curriculum by providing appropriately adapted learning outcomes for all pupils.

Kingsholm C of E Primary School follow the Gloucestershire Graduated Pathway – a cycle of assessment, planning and reviewing our actions in increasing detail and with increasing frequency to identify the best way of securing adequate progress for pupils.

- Assess Needs
- Plan
- Do
- Review

Assess Needs:

We monitor and review the progress and development of **all** children. High quality teaching, adapted and/ or personalised provision for individual pupils, is the first step in responding to pupils who have or may have SEN or additional needs. The majority of pupils can make progress through such teaching.

Plan :

Where progress gives cause for concern class teachers work in partnership with parents/carers to develop a plan to ensure that pupils with SEN receive the right levels of

support for their future learning and development. Class teachers, supported by the Extended Leadership Team and Senior Leadership Team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, are given extra support. This information will be recorded on Edukey and Insight, our electronic provision, tracking and assessment systems, which will be accessible to other staff, working with the child.

Do:

This graduated response should be led and coordinated by the class teacher who retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any Learning Partners or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses and advising on how to implement support effectively. Parents should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes are shared with parents and reviewed with them.

Review:

The effectiveness of the support and interventions and the impact on the pupil's progress is reviewed regularly. Adequate progress can include progress which may close the social or attainment gap between the pupil and their peers or prevent the gap growing wider.

The class teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress, and in consultation with the pupil and their parents or carers. Where a period of adapted curriculum support has not resulted in the pupil making adequate progress or where the nature or level of a pupil's needs are unlikely to be met by such an approach, provision at the SEN Support level may need to be made.

SEN support

A pupil receiving SEN support will have a My Plan and their provision will always be documented on Edukey. They will also have a Pupil Passport that is put together with the child. Both the pupil, and parents or carers will play a key role in voicing their opinions and having input in their education. These pupils have needs that can be met by the school through the graduated approach (**My Plan**).

Where it is considered that the pupil's needs cannot be adequately met with in-house expertise, professionals such as the Advisory Teacher Service (ATS) or Educational Psychologists (EP) will be consulted and their advice incorporated into the plan (**My Plan+**).

A **My Plan** or **My Plan+** will be for the pupil after agreement between class teacher, the pupil and their parents or carers. This usually takes place after Pupil Review Meetings. Where staff discuss the children, their progress and any barriers to learning and how these can be addressed.

The provision for these pupils is funded through the school's notional SEND budget.

My Plans are usually written by the class teacher or key worker. Outcomes are developed so they reflect the needs of the pupil and the availability of resources. Outcomes will be SMART e.g. specific, measurable, attainable, relevant and time-bound. They will also be written in

child friendly language. A copy of the My Plan/My Plan+ will be shared with parents/carers and where needed external support services.

My Plan and My Plan+ documents will be reviewed formally three times a year and new outcomes set where appropriate. Progress towards set outcomes will be monitored regularly by the class teacher and SENDCo.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the Local Authority.

Education Health Care Plan (EHCP)

For a pupil who is not making adequate progress, despite a period of support and specialist provision, and in agreement with the parents or carers, the school or parents may request the LA to make a statutory assessment in order to determine whether it is necessary to implement an **Education Health Care Plan**.

Where a request for an EHCP Needs Assessment is made by the school to the LA, the pupil will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to support those needs, including any resources or special arrangements in place. The school will provide this evidence through the graduated response. This information may include, but will not be limited to:

- A My Plan+ for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum attainment in English and Mathematics
- age standardised scores
- educational and other assessments, for example from an Advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help and support that will be given. It is a twenty-week process from application and evidence is gathered from all professionals. A multi-agency panel meets to consider requests for an EHC needs assessment and, based on the evidence presented will be used to draw up a draft EHCP. This is then sent to parents and settings for agreement before it is finalised.

Funding is usually attached to the plan to enable the setting to put in additional interventions, provision and resources in place to meet the needs of the child. Reviews of the plan are held annually with all the professionals involved, parents and the child and amendments made where necessary. Reviews can be undertaken earlier if a pupil's needs change or a change of setting is necessary.

SEN in Early Years

We have strong links with the Early Years Service and there is provision in the Early Years to respond to the needs of children with SEND. Teachers and EYFS Practitioners use observation and informed evaluation to assess concerns against developmental milestones. The school

will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's preschool years. If the child already has an identified special need, this information will be transferred from the Early Years setting and the Early Years Lead, SENDCo and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on supporting the child needs within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

6. Arrangements for SEND Provision

The SENDCo will meet with each class teacher to discuss additional needs concerns and to review My Plans, Pupil Passports and provision mapping on Edukey which documents provision which is additional to, or different from, other pupils in the same mainstream class.

At other times, the SENDCo will be alerted to newly arising concerns through the 'Cause for Concern' form. The SENDCo will discuss issues arising from these forms with the class teacher as soon as possible. Where necessary, reviews will be held more frequently than termly for some pupils. Outcomes or 'next steps' arising from My Plan, My Plan+ and Pupil Review Meetings will be used to inform and support whole class approaches, e.g. adaptations. The SENDCo, together with the Extended Leadership team and Senior Leadership team, monitor the quality and effectiveness of provision for pupils with SEN through a variety of monitoring activities, such as lesson visits, work scrutiny and pupil voice activities.

Class teachers are responsible and accountable for the progress and development of **all** the children in their class. They provide high quality teaching, which is adapted for individual pupils to overcome all barriers to learning and thrive from their starting points. Provision adaptations are made according to our philosophy of '**Knowing the child**' so we can promote a love of learning (even when it is challenging) through purposeful, modelled and scaffolded opportunities to meet every child's individual needs and starting points, pastorally and academically.

SEND support is primarily delivered by class teachers through curriculum adaptations e.g. adjusting the classroom environment, adaptive teaching strategies and/or resources used to support personalised provision where necessary. Additional support is provided by trained Higher Level Learning Partners, Learning Partners or Learning Mentor throughout the school. This is funded from the school's annual budget.

The support timetable is reviewed annually by the Extended Leadership Team and Senior Leadership Team and is drawn together to take account of pupil needs, educational initiatives, and the budget.

7. Accessibility

The school building is accessible to disabled pupils. There are disabled toilets, a lift and a wet room containing changing facilities with room for a hoist if needed and shower.

The School reviews triennially an Accessibility Plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the curriculum.

- improve the availability of accessible information to disabled pupils, staff, parents and visitors.
 - increase the ease that disabled pupils and adults can move around the building.
- The SENDCo works closely with the Advisory Teacher for Physical Development to provide a safe and accessible environment.

8. Staff Development

All staff have access to professional development opportunities and are able to apply for training where a need is identified either at an individual pupil or whole class level. The Deputy Headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Training may be delivered as whole school through inset days or staff meetings or there may be identified training courses provided by the local authority, outside agencies etc. which the school can access.

The SENDCo attends regular cluster meetings to update and revise developments in Special Needs Education.

9. External Support

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will liaise frequently with external support services such as:

- Advisory Teachers
- Educational Psychology
- Speech and Language Therapists
- Play Therapy and Alternative Provision
- Occupational therapists pr physiotherapists
- General Practitioners or Paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

Contact is made with the Children's Services and the Local Authority as appropriate.

10. Monitoring and Evaluation

Tri-annually, during Pupil Review Meetings using a Team Around the Child (TAC) approach, we analyse assessment data and discuss barriers to learning that may have an impact on a child's academic progress and/or wellbeing. We use this information to help us plan our provision map.

The SENDCo and Deputy Headteacher will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support and EHCP's as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted.

The SENCO will report on any whole school developments in relation to SEND, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCo will meet with the SEN governor to discuss SEND and current SEN concerns. The SEND governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice. Our success in all these areas is evaluated annually.

This policy will be reviewed in line with the School Improvement Plan. SEND provision will be monitored by the link Governor and the SENDCo will write a report to governors three times a year.

11. Admission Arrangements

The admission arrangements will be the same as for any other pupil as long as the school is not oversubscribed but it must be noted by all concerned that: - ***Whilst LA and schools can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child - or give the child lower priority than other applicants - simply because the school considers that it cannot cater for his or her SEND.***

12. Complaints Procedures

Should pupils or parents/carers be unhappy with any aspect of our school's SEND provision they should raise their concern with the 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 SENDCo. If the issue cannot be resolved, the parent can contact the Deputy Headteacher.

In the event of a formal complaint, parents are advised to follow the School's Complaints Policy and Procedure available on the school website and from the school office. Further to this the DFE Special Educational Needs and Disability Code of Practice process for resolving disagreements should be followed.

Written by	Mrs Lucy Bennett- SENDCo
Policy reference material, guidance or link policies	Special Educational Needs and Disability Regulations 2014 Section 69(2) of the Child and families Act 2014 Admission Policy Single Equality Policy
Reviewed by	FGB, SENDCo, Deputy Headteacher & Headteacher
Ratified by	FGB
Ratification date	January 2024
Review cycle	Annual / Biennial / Triennial
Next review date	January 2025

Appendix 1

SEN Initial Concern

Name of child:		Class:
Teacher:		Date:
Current academic levels		Reading: Writing: Maths:
Nature of Concern Please circle: 1.Communication and interaction 2.Cognition and learning 3.Social, emotional and mental health difficulties 4.Sensory and/or physical needs	Please provide evidence of concern:	
Short term target:		
QFT approaches:		
Is an intervention needed? If so what? When? How often?		
Review date (usually within 6 weeks):		
Review evidence and notes: *Has progress been made?	Successful strategies tried in class:	
Next steps: This may include the following: •Additional strategies to try		

•Additional resources to use in lessons. • My assessment needed •Supportive lesson observations •An SEN assessment •Additional support outside the main classroom •SENDCo may request support from outside agencies e.g. SALT, EP, OT •Adding the child to the SEN register and writing a My Plan	
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