



King's Lodge School

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

SECTION 1: Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

Code of Practice Statutory Guidance (January 2015) p15

Special educational provision means:-

"For children aged two or more, 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."

Code of Practice Statutory Guidance (January 2015) p16

SENCO

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Mrs Kim Spencer, Head Teacher (HT), is the advocate for SEND on Senior Leadership Team (SLT)

SECTION 2: Aims and Objectives

AIMS.

- Every child is valued and given the best opportunities to fulfill their potential through raised aspirations and expectations.
- That every parent should play an active and valued role in their child's education.
- For every class teacher to take the lead in maximizing the attainment of each child in their class.
- To ensure that all children have a broad and balanced curriculum.
- That the school provides a focus on outcomes for children.
- That as far as practicable, extra-curricular activities can be accessed by all children with SEND provided that a satisfactory risk assessment is completed. Risk assessments should take into account the safety of all individuals involved in the activity. The Head Teacher will make any final decision.
- For all children with a special educational need or disability to participate in activities compatible with the efficient education of other children and the efficient use of resources.
- To ensure that a SEND information report is available on the school website.

OBJECTIVES

The objectives of the policy are:

- To identify, provide for and monitor children's individual needs at the earliest possible stage so that their achievement and attainment is supported.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (SENCO) who will work in accordance with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To plan an effective curriculum to meet the needs of children with special educational needs.
- To ensure that the targets set for children with SEND are specific, measurable, achievable, realistic and time related.

- To involve children in the identification and review of the targets as appropriate.
- To work in partnership with parents and carers of children who have special educational needs.
- To involve outside agencies, when required, to identify and provide strategies to enable SEND pupils to make further progress.
- To raise the self-esteem of children with SEND by giving opportunities for them to succeed.
- To ensure that all people working with children with SEND are aware of the procedures for identifying a potential need and have the skill to support and teach as appropriate.
- To provide children with SEND the opportunity to access specific teaching and learning intervention work to exercise skills and /or to accelerate learning.

SECTION 3: Identification and Assessment Arrangements and Review Procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2015), which describes the 4 broad categories of need, these are:-

- ❖ Communication and Interaction difficulties
- ❖ Cognition and Learning difficulties
- ❖ Social, Emotional and Mental Health difficulties
- ❖ Sensory and/or Physical needs

These four broad areas give an overview of the range of needs that are planned for.

The purpose of identification is to work out what action the school needs to take and not to fit a pupil into a category.

King's Lodge School identifies the needs of pupils by considering the needs of the whole child.

Where possible the school will try to meet every child's needs within the classroom by ensuring that our planning, teaching and the strategies used meet the needs of the majority of the children in our school.

The school will use an array of assessment data to consider whether a child is making an expected rate of progress. Scrutiny of EYFS assessment data and

standardized assessments such as Y1 phonic screening and end of KS1 assessments, together with ongoing school assessments/monitoring, will inform teachers and assist in achieving a graded response to a Special Educational Need. Class teachers will consult the SENCO and discuss a child's progress with parents. Refer to King's Lodge School's Dyslexia Friendly Policy.

The SENCO, in conjunction with the child and parents, will review the graded response and strategies in place and may suggest alternatives. The class teacher will be expected to complete a Wiltshire Graduated Response to SEND Support (WGRSS) form which will determine the areas of need and provide possible strategies for supporting the child. The class teacher should prepare a Learning Plan so that any strategies used or additional provision can be translated in to specific learning targets/outcomes, which will be monitored.

A King's Lodge School Learning Plan and the child's WGRSS will be reviewed three times a year with parental involvement and, where appropriate, the child's involvement too.

Where this review leads to the conclusion that the child's needs are over and above that which is usually available within the school, the SENCO will seek additional advice through the Local Authority Special Educational Needs Support (SSENS) Service and or other service professionals.

In these circumstances, it may be necessary for a child to have their needs outlined in a My Support Plan. This plan is more detailed than a Learning Plan. A My Support Plan will be reviewed three times a year with parental involvement and, where appropriate, the child's involvement too.

SECTION 4: A Graduated Approach to SEND Support Including Managing Pupil's Needs on the SEND Register.

King's Lodge School provides quality first teaching, small group intervention work and personalised learning programs as appropriate to a child's need.

The full range of our expertise and resources can be found in our school SEND information report.

The 2015 Code of Practice for SEN requires for a graduated response to supporting individuals with a SEND:-

- SEND provision for individual children is the responsibility of the class teacher. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in classroom learning through high quality differentiated teaching. On a day-to-day basis, it is the class teacher who should ensure that the needs of all children are met. This may include directing support from teaching assistants and/or specialist staff.
- The Senior Leadership Team (SLT), with the support of the SENCO, regularly and carefully review the quality of teaching for all pupils. Data analysis and observations can identify those children at risk of underachievement.
- Teachers and teaching assistants may identify a child's need in the first instance and bring it to the attention of the SENCO.
- The class teacher will be expected to complete a Wiltshire Graduated Response to SEND Support (WGRSS) form which will determine the areas of need and provide possible strategies for supporting the child.
- The class teacher should prepare a Learning Plan so that any strategies used or additional provision can be translated in to specific learning targets/outcomes which will be monitored and subsequently reviewed.
- By following a graduated approach and a cycle of Assess - Plan - Do - Review, higher levels of need may be identified. It may be necessary for the class teacher and SENCO to draw on more specialised strategies and seek advice from external agencies and service professionals. In these circumstances, it may be necessary for a child to have their needs outlined in a My Support Plan. This plan is more detailed than a Learning Plan. Unlike a Learning Plan, a My Support Plan is registered with the Local Authority.
- The class teacher together with the Senco is responsible for maintaining and updating the My Support Plan. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan and keeping it up-to-date.
- There is an expectation that all Learning Plans, My Support Plans and the child's WGRSS will be reviewed three times a year with parental involvement and, where appropriate, the child's involvement too.

- If the school identifies that additional funding and support are needed for a child, a SEND Lead Worker from the Local Authority Single Point of Contact Special Educational Needs and Disability Service will be contacted and a statutory Educational, Health and Care Plan (EHCP), referred to in Wiltshire as a 'My Plan', will be considered. Parents are fully involved in the statutory assessment process.
- The teacher is responsible for contributing to any requests for statutory assessment.
- Where a 'My Plan' is granted for a child by the Local Authority, it will be the responsibility of the SENCO to ensure it is reviewed annually.
- We try to discuss and plan for children with need in a way that shows sensitivity, honesty and offers mutual respect to parents and carers.

SECTION 5: Criteria for exiting the SEND Register

- Any child identified as having a special educational need is listed on the school's SEN register. This is regularly updated to reflect the changes that occur through the review cycle and the progress children make.
- When children are achieving in line with their peers and/or cope with their learning challenges independently with learned strategies, they no longer require SEN provision. Their success is celebrated and they are removed from the SEN register.

SECTION 6: Supporting Pupils and Families

- The Local Authority (LA) local offer can be found on the Wiltshire Pathways Website.
- The school has a SEN Information Report which can be found on the school website.
- Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs.
- Normal admission arrangements apply. Admission arrangements can be found on the school website. The 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 ethos for equality of opportunity. Where a child has a particular need e.g. wheelchair access, the school will make every effort (reasonable adjustments) to ensure the child's needs are fully met. If a child is transferring into the school with a My Plan, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure that the child's needs can be met.

- The SLT ensure children with a special educational need are able to access examinations in line with access arrangements guidance. There may be occasions when it is appropriate to apply for exemptions.
- Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-school groups. Pre-school children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.
- Close links are maintained with Abbeyfield, Sheldon and Hardenhuish Secondary Schools to ensure a smooth transition between Years 6 and 7. Transition arrangements include a pre-visit by all children to their secondary school of choice. For certain children, additional visits may be necessary. Such visits are arranged by the SENCO in consultation with parents and secondary school staff.
- Links will be made for children moving schools due to relocation and parents are involved in liaising fully over any appropriate SEND issues.
- Transition from class to class, across key stages and to another school are managed with consideration of individual needs.
- The school has set up Dyslexia Friendly workshops with parents as part of its commitment to continuing its Dyslexia Friendly Schools status.

SECTION 7: Supporting Pupils at School with Medical Conditions

- We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Support for pupils at school with medical conditions is co-ordinated by the Deputy Head and SENCO. Liaison occurs with the school nurse or specialist nurse in writing health care plans and ensuring staff are trained appropriately.
- The school follows its 'Administering Medications in School' policy.
- Risk assessments are carried out as appropriate.

SECTION 8: Monitoring and Evaluation of SEND

- The Head Teacher meets regularly with the SENCO.
- The link governor, ideally, meets termly with the SENCO.
- The Local Authority self-evaluation tool is completed as required and used to inform potential improvements to the SEN provision in school.

SECTION 9: Training and Resources

- SEND is funded through notional SEND funding and named pupil allowances (NPA).
- The SLT identifies and ensures provision for the training needs of staff. The SENCO identifies areas of training required for supporting children with SEN.
- All new teachers and support staff undertake an induction and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice. The needs of individual pupils are discussed where appropriate.
- The SENCO attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.
- Feedback from training and examples of good practice are shared in staff meetings.
- Most of the resources used by children having special educational needs are available within the classroom. Any particular requests for additional resources should be made to the SENCO.
- Teaching Assistants may work with identified children under the guidance of the teacher in consultation with the Head Teacher and SENCO.

SECTION 10: Roles and Responsibilities

THE ROLE OF THE GOVERNOR

Currently there is no named governor for SEN.

The SEN Governor plays an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan.
- The quality of SEND provision is continually monitored.
- The school information report is updated annually.

THE ROLE OF TA'S

The role of the TA's is to support learning under the guidance of the teacher.

This will involve:

- Supporting individuals and groups of children in and out of the classroom.
- Monitoring the progress of children during intervention sessions and recording this information on Learning Plans.
- Contributing to review meetings.

THE ROLE OF THE SENCO

Currently the SENCO is Rachel Fitter who is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the special educational needs policy.
- Providing advice to staff and liaising with them on the completion of Learning Plans and WGRSS forms.
- Working alongside staff in assessing children's needs and ensuring that children make progress.
- Overseeing and maintaining specific resources for special educational needs.
- Overseeing the school provision map.
- Liaising with outside agencies.
- Contributing to the in-service training of staff.
- Monitoring, evaluating and reporting on provision to the link governor to share with the governing body.
- To support (where appropriate) teaching assistants.
- Liaison with parents of children with special educational needs.

SECTION 11: Storing and Managing Information

- All information is stored in line with a school policy on Information Management.

SECTION 12: Reviewing the Policy

- The SEND policy is reviewed annually.

SECTION 13: Accessibility

- King's Lodge School has an accessibility plan which adheres to statutory responsibilities

SECTION 14 : Dealing with Complaints

If parents or carers have a complaint concerning provision for their child they should initially seek to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and/or Head Teacher. After this, the school's Complaints Policy should be followed.

SECTION 15: Bullying

- King's Lodge School has an Anti-Bullying policy which can be accessed on the website.
- King's Lodge School is fully inclusive and the Head Teacher ensures provision for all vulnerable children through raising awareness in staff meetings and meeting with parents.

SECTION 16: Appendices

- SEND Information Report can be found on the school website
- Policies referred to within the SEND policy are
 - Information Management Policy
 - Bullying policy
 - Administering Medications in School Policy
 - Managing the Medical Conditions of Pupils Policy?
 - The Accessibility Plan
 - The Complaints Policy
 - Dyslexia Friendly Schools Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents

- Equality Act 2010; advice for schools DfE Feb 2013
- SEND Code of Practice
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan

- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor, the Head Teacher and all staff during the academic year 2022-23.

Rachel Fitter

June 2023.

(NASEN website advice was used in the writing of this policy)

Presented to full Governing Body: July 2023

Signed on behalf of full Governing Body:

Review: June 2024