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Policy for:  
Special Educational  
Needs &  
Disability

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Kingsbury Green  
Primary School

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September 2018

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Governor Responsible: Shirley Ricketts		
Head teacher: Laura Wynne	Review Period	Annual
Governors' Policy	Next review	Summer 2019

## Our Vision

At Kingsbury Green we will create the opportunities for all children, parents and staff to expect excellence as standard. The learning climate and environment will offer and develop in children and staff, empathy, intellectual and physical agility and the pleasure of hard work and a job done well.

### *Empathy –Agility –Hard Work*

## Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 –that is a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.***

## SECTION 1: The KGPS approach to SEND

### Our Aims

All pupils, regardless of their particular needs, are provided with inclusive and flexible teaching that enables them to make the best possible progress and feel that they are a valued member of the wider school community.

We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points.

We will use our best endeavours to give pupils with SEND the support they need, whilst having access to the whole curriculum, which is broad, balanced and relevant.

Wherever possible, pupils will be included in decisions that affect them, including consultation over any targets and reviews of their progress.

Working in partnership with families, we aim for pupils to become confident and aspirational individuals who are able to make a successful transition on to the next phase of their education.

### Our Objectives

We will provide SENDCOs who work effectively with the SEND policy

We will ensure a clear process for identifying, assessing, planning, providing for and reviewing pupils who have special educational needs and additional needs, with the pupils and their parents/carers at the centre.

We will operate an effective 'whole pupil' support for pupils with special educational needs and disabilities

We will develop our practice within the guidance in the SEND Code of Practice 2014 and to provide support, advice and professional development for all staff working with pupils who have SEND

We will ensure pupils in the TCB receive specialist teaching within the base, when this is appropriate to their needs and the objectives in their Education Health Care Plans and that, wherever possible and appropriate, they be included in mainstream classes to maximise their inclusion in school.

## SECTION 2: Identification of Special Educational Needs and Disability

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision to improve the long-term outcomes for pupils with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. As part of this process, the school takes into account the needs of the whole child, not just their special educational needs.

The SEND Code of Practice 2014 refers to four broad areas of need:

**Communication and Interaction** -these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning**-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

NB: The school does not identify behaviour as a special educational behaviour are viewed as an underlying response to a need which the school recognises and identifies through knowing the pupil well.

**Sensory and/or Physical Needs**-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

### Other factors impacting on progress and attainment

The school takes into account factors that may impact on a child's progress of a special educational need. These include:

Disability (the school adheres to the Code o under current Disability Equality legislation)

Attendance and Punctuality

Health and Welfare

EAL

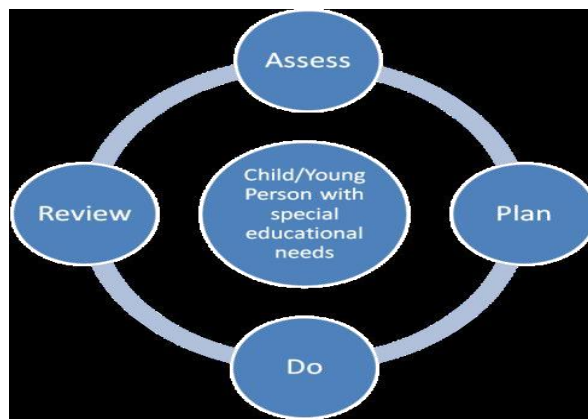
Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

## SECTION 3: A Graduated Approach to SEND

The school uses an on-going four part cycle of: **assess, plan, do, review** in which earlier decisions and actions are revisited, refined and revised with a growing u progress. This is known as the graduated approach to identifying and managing pupils with SEND. It draws on more detailed approaches and more specialist expertise in successive cycles.



The school's layer of provision for first pupils who have or may have SEND, is high quality teaching by the class teacher, differentiated for individual pupils

The school regularly reviews the quality of teaching and learning of all pupils including those at risk of underachievement. Where required, teachers' linked to the most frequently encountered special educational needs, in order to help vulnerable learners be successful e.g. approaches to low working memory, slow processing speed, language development, and to build this into quality first teaching.

We regularly assess all pupils' needs so that their peers and national expectations. Whole school processes of on-going teacher assessment, end of day teaching reviews, review the gaps of targeted pupils, 'regular pupil progress teaching meetings with the SLT, aid identification of those pupils making less than expected progress given their age and individual circumstances.

Where progress continues to be less than expected in response to this provision the class teacher will discuss their concerns with the SENDCO.

Termly Learning Consultations are used to seek parental views on pupil progress in response to additional provision and possible next steps.

Pupil views on their own learning, progress and difficulties are sought by the class teacher through regular pupil conferencing about learning.

In deciding whether to make special provision that is different from or additional to what is ordinarily offered, the class teacher, the SENDCO, the Year Manager and the phase SLT member will consider all the information gathered from within the school, including formative assessment, and early assessment progress materials.

Particular care is taken when identifying and assessing special educational needs for children whose first language is not English, or who are in the early stages of learning English

Where appropriate for pupils with cognition needs, the SENDCO directs standardised assessments in any of reading, comprehension, spelling and maths, for further precise identification of potential barriers so that provision can be tailored to this

Pupils are only identified as having a special educational need if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Where this is the case and special provision is required, the pupil is placed on the SEND register at SEN Support. Parents will be notified before placing children on the SEND register.

When special provision is determined, the expected impact on progress and outcomes of the provision is also agreed, along with a review date, if different from the usual school progress review cycle.

The SENDCOs will provide support, guidance and advice for the teacher and any support staff who are involved in the special provision

Class teachers continue to be responsible for working with pupils on a daily basis, and over-seeing the progress and development of all pupils in their class. The class teacher will also liaise closely with support staff or specialists who are involved in any planned provision.

The SENDCOs set up a SEND Pupil Profile for any pupil added to the SEND register. This is a working document, regularly updated as more is understood about interventions.

### **Provision at SEN Support**

SEN Support can take many forms. This could include:

- an individual learning programme

- evidence based interventions

- extra help from a teacher or a member of the support staff team

- making or changing materials, resources or equipment

- working in a small group with additional adult support

- including All Stars 1 and All Stars 2 which are daily

- bespoke maths, writing and reading programmes led

- by the SENDCOs.

- specialist equipment

- observing a child in class or at break and keeping records

- helping a child to take part in the class activities

- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult

- helping other children to work with a child, or play with them at break time

- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

- access to nurture type support or SEBS group learning

- working with a specialist trained Higher Level Teaching Assistant in a language group

### **Pupils with higher levels of need**

Where pupils have higher levels of need, and with parental permission, the school may to seek more specialised assessments from external agencies and professionals. These agencies include:

- Educational Psychology Service (EPS)

- Speech and Language Therapy Service

- Brent Inclusion Team

- Autism Outreach Team (BOAT)

- Physical/Sensory Support Service

- Educational Welfare Team

- Children's Services

- School Nurse/Paediatric health team

- Child and Adolescent Mental Health Service (CAMHS)

### **Requesting an Educational, Health and Care Plan (EHCP)**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than what can be provided at SEN Support from the school. The SENDCO will bring together all the evidence gathered from the **assess, plan, do, review** cycle, along with all guidance and assessments provided by specialist agencies, and submit a request to the local authority to conduct an assessment of education, health and care needs. This may result in an EHCP being provided by the LA. An ECHP brings together the needs as well as their special educational needs.

The ECHP replaces what were formerly called 'Statements'.

Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENDCO.

**Annual Reviews for pupils with ECHPs:** where appropriate, pupils attend part of the Annual Review to share their achievements for the year and aspirations for the future. A written record of their views is also completed prior to the Annual Review, with the support of their 1:1 Teaching Assistant.

#### **SECTION 4: Managing the needs of Pupils on the SEND Register**

Each pupil with SEND is an individual and provision is tailored to meet their particular needs through provision mapping, using available resources in the school.

Plans for pupils are reviewed regularly by class teachers and SENDCOs

Where possible reviews of provision are planned to coincide with data reviews and pupil progress meetings

Parents are involved in reviews through Learning Consultations, and at additional times where necessary. Parental permission is sought for all referrals to external / specialist agencies.

Pupils are involved in reviews of their progress through pupil voice.

Decisions regarding the level of support provided are needs led, dependent on their complexity and working within the constraints of the school budget

The school buys into Brent Schools Services (BSS) which provides an allocation of Educational Psychologist time and support from the Speech Therapy Service which the SEN addition, the BSS package gives access to the Brent Inclusion Team, and the SENDCOs monitor the quality and impact of this.

The SENDCOs are responsible for monitoring the work of any other external agencies, to which the school has free access e.g. Occupational Therapy or BOAT

In exceptional circumstances, when additional external services might be required for specialist assessment in order to support an application for an ECHP, cost for this is agreed by the SENDCO and the Deputy Head Teacher.

Where the school is unable to fully meet the needs of a pupil through our own provision arrangements and budget, evidence is gathered through the: **assess, plan, do, review** process, with the increasing involvement of external agencies for specialist assessment and recommendations. For these pupils, appropriate funding is sought from the LA.

**The class teacher** is responsible for:

the progress and development of all pupils including those with SEND

ensuring personalised programmes and strategies to support learning for individual pupils (advised by SENDCOs) is implemented in the classroom

evidencing the progress according to the expected outcomes for each child with SEND

regular liaison with parents and the SENDCOs

effective deployment of additional adults

supporting the SENDCOs in reviewing outcomes of plans for pupils with High Needs Block and determining the next steps

**Teaching Assistants** are responsible for:

ensuring that day to day provision is in place for the pupils they support

implementing agreed strategies and programmes, and advice from specialists.

record keeping as directed by the class teacher and SENDCOs

ensuring appropriate resources are available for pupil access to learning and independence

maintaining specialist equipment as directed by the SENDCOs

regular communication with class teacher and SENDCOs

## **The SENDCOs are responsible for:**

mapping available provision for pupils with SEND throughout the school, in liaison with SLT phase leaders, Year Managers and class teachers, keeping it up to date and reviewing it at a minimum of termly intervals, but for shorter periods depending on the intervention

agreeing appropriate timescales for any intervention / provision with class teachers, as part of the *plan, do, assess, review* process

co-ordinating support for pupils with SEND

updating the SEND register and maintaining plans for individual pupil records using progress information provided by the class teacher, against intervention targets, in time for whole school pupil progress reviews

monitoring the quality of provision and impact of any interventions

referrals to and liaison with outside agencies

providing guidance to Teaching Assistants/High Level Teaching Assistants who are implementing specialist programmes for pupils with SEND maintaining regular liaison with parents/carers

co-ordinating all information related to seeking application for High Needs Block funding from the LA, and presenting the all necessary documentation, including reports from EPs, Child Development Clinic, for the ECHP on the appropriate LA form

## **SECTION 5: Criteria for removing pupils from the SEND Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## **SECTION 6: Supporting parents/carers and children**

We provide support in the following ways:

The school has a current SEND Information Report that can be viewed by parents on the school website: [www.kingsburygreenprimaryschool.org.uk/policies](http://www.kingsburygreenprimaryschool.org.uk/policies)

Parents can view the Brent Local Offer on the Brent website: <https://www.brent.gov.uk/services-for-residents/education-and-schools/special-educational-needs/>

The SENDCOs operate an open door policy for parents/carers seeking support and advice.

The school signposts other agencies or specialists who can provide support to families eg. School Counsellor, Senior Pastoral Support Officer, Brent Inclusion Team, SENDIASS –the Brent information, advice and support service or the Family Solutions Service,

Individual arrangements can be made for phased entry into Reception class

Additional time and special arrangements are made for SATs –the SENDCOs and the Assessment Leader are responsible for securing these special arrangements

Support is provided for transition between classes, through detailed class handovers between teachers, and ‘familiarisation’ strategies for children with specific needs

Attention is given to transition for vulnerable Y6 pupils transferring to secondary school, including facilitating extra visits to the school

SENDCOs for the receiving secondary school are invited to the final Annual Review in Year 6.

The school has a policy for Supporting Pupils with Medical Conditions which can be found on the school website  
The dedicated SEND Governor is available as a contact point

## **SECTION 7: Supporting Pupils at School with Medical Conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. *Reasonable adjustments* will always be made to promote access

to all areas of the school curriculum for pupils with a disability, eg an additional adult to accompany a child on a school visit, access to residential visits.

Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010.

Where children with medical conditions also have special educational needs, and may have a EHCP which brings together health and social care needs, as well as their special educational provision, the SEND Code of Practice (2014) is followed.

Specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment and managing medical procedures or conditions. The Welfare Officer is responsible for the administration of medicines and health care plans / protocols.

## **SECTION 8: Monitoring and evaluation of SEND**

At KGPS, our evaluation and monitoring arrangements promote an active process of continual review and improvement of the quality of provision for all pupils. This informs school self-evaluation, adjustments to provision and professional development that may be required to support it. The SLT implement a variety of monitoring arrangements, including:

- Learning walks

- End of day reviews

- Pupil progress meetings

- SEND year group reviews, twice yearly

- Scrutiny of pupil books

- Learning Consultations with parents

- Pupil progress meetings

- Data reviews

- Reviews of pupil progress and attainment, where relevant, against the pre-KS1 and pre-KS2 standards in Reading, Writing and Maths (Rochford October 2016)

- Pupil's progress against individual targets

- Assessment information from standardised tests eg reading, maths, spelling tests

- Pupil voice interviews

- Year Manager reviews

- Feedback from external agencies

- Reviews of any interventions, using baseline and exit data

- Sampling of parent views

Access to the full School Offer, for pupils with disabilities or medical conditions, is reviewed on an on-going basis, and through the Accessibility Plan. School considers all reasonable adjustments, including the impact of not making an offer for all children in a cohort, on the basis of the needs of one pupil in the cohort (see KGPS policy: Supporting Pupils with Medical Conditions).

## **SECTION 9: Training and development**

Training needs are identified through school's monitoring, and also in response to the needs of pupils on the SEND register. In order to maintain and develop the quality of teaching and provision, to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The appraisal process also supports the development of professional knowledge and understanding of SEND.

All staff are supported by:

- Deaf Awareness training as part of induction

Training needs are identified and teachers and support staff are supported through:



regular coaching by SLT, on provision through quality first teaching  
liaison with SENDCO and any external agents for individual pupils in High Funding Block  
liaison with SENDCO for pupils at SEN Support  
SENDCO year group reviews on quality of SEN provision & feedback to year group teams (three times annually)  
SENDCO working in class with targeted teachers through the academic year  
Whole school CPD / surgeries offered throughout the school year  
Meeting with the SENDCO, as part of the induction process, to discuss SEND provision and practice, and the needs of individual pupils

The SENCOs are supported by:

Attending LA network meetings to share good practice with colleagues in the Kingsbury Cluster and LA, and to keep up to date with SEND developments.

The school accesses further training, advice and support through local links, including the local Special School and the LA SEN Consultants, or Advisory Teachers for the Deaf.

School staff have had specific training and expertise in a variety of areas including: speech and language, literacy interventions, supporting children with Hearing Impairment, SPLD and low working memory.

## **SECTION 10: Key Roles and Responsibilities**

Governor responsible for SEND: Shirley Ricketts, responsible for monitoring policy implementation, liaising between the SENDCOs and the Governing Board and reporting back to the governors

Designated Teacher with specific Safeguarding responsibility : **Laura Wynne**

Staff member responsible for managing LAC funding: **Chris Bonner**

Staff member responsible for managing PPG funding: **Reena Shah**

Staff members responsible for meeting the medical needs of pupils: **Laura Wynne and Maria Connell** SEND

Teaching Assistants - line managed by SENDCOs: **Joanne Millett and Chris Bonner**

Class teachers: responsible for the progress and attainment of all pupils, including those with SEND, and staff deployed to support them

The SENDCOs have day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs. The school has two part-time SENDCOs, **Joanne Millett** and **Chris Bonner** who both hold the NASENCO Award. **Chris Bonner** has specific responsibility for pupils in the TCB.

The SENDCO is line managed by **Reena Shah**, the Deputy Head Teacher.

## **SECTION 11: Storing and Managing Information**

Pupil records and SEND information may be shared with staff working closely with pupils who have SEN to enable them to better meet the individual child's needs. We are GDPR compliant. Pupil SEND records are usually stored electronically but where paper files exist, these are stored in locked filing cabinets. Individual SEND files are transferred to receiving schools when pupils leave Kingsbury Green Primary School.

## **SECTION 12: Reviewing the SEND Policy**

The SEND policy is reviewed annually by the governing board.

Date of next review: **September 2019.**

### **SECTION 13: Accessibility**

The school has an Accessibility Plan. This plan can be accessed through the school website.

### **SECTION 14: Dealing with Complaints**

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Kingsbury Green Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the relevant SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Deputy Head Teacher. If concerns are still unresolved parents may wish to use SENDIASS or engage with the School complaints procedures.

### **SECTION 15: How the policy was developed**

The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

### **SECTION 16: Bullying**

The school has an Anti-Bullying policy. This policy can be accessed through the school website (see Behaviour and Motivation Policy).

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- School's SEN Information Report (September 2018)
- The National Curriculum in England Key Stage 1/2 framework document Sep 2013
- School's Safeguarding Policy
- Policy for First Aid, Illness, Medication and Support for Pupils with Medical Conditions May 2017
- Accessibility Plan
- Teachers Standards 2012

## **APPENDIX 1: Key Documentation**

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

September 2016

Equality Act 2010

Brent Local Offer Website

## **APPENDIX 2: Related School Policies / Documents**

Safeguarding Policy

Accessibility Plan

Admissions Policy Anti-

Bullying Policy

Motivation & Behaviour Policy

Complaints Procedure

Equality Policy

School SEND Information Report

Teaching and Learning Policy

Curriculum policies

