



SEND POLICY 2016-17

This policy for SEND complies with the statutory requirement laid out in the SEN Code of Practice 0-25 Sept 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010 and Accessibility Plan
- Children and Families Act 2014
- Schools SEN Information Report (Local Offer) – please see website
- The Local Offer made by the Local Authority
- Statutory guidance on supporting students at school with medical conditions April 2014
- Safeguarding Policy

The named SEND co-ordinator for the school is J Morton- Lee, Headteacher.
The Assistant SENCo is Mrs J Laidler-Smith.
The named SEN governor is Jan Crawford

OUR ETHOS

Kettlewell Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning for every pupil.

All teachers at Kettlewell and teachers of pupils with SEND and are committed to identifying and providing for the needs of all pupils within an inclusive environment. We recognise the entitlement for all pupils to access a balanced, broadly based curriculum. It is encompassed in teachers' planning and in curriculum area policies that all teachers will deliver a differentiated curriculum, as outlined in our class planning and/or provision maps.

DEFINITIONS OF SEND

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 or training provision means educational provision that is additional to and/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.***

(SEN Code of Practice 2014)

IDENTIFICATION

A pupil may need additional support when:

- The pupil asks for support.
- Concerns are raised by parents/carers teachers, TAs, external agencies or the pupils previous school/early years provider regarding progress or inclusion.
- Whole school tracking of attainment outcomes indicate the pupil is not making expected levels of progress.
- Screening and/or diagnostic assessments indicate gaps in knowledge, skills and/or development.

The SEN Code of Practice 2014 describes four broad categories of need for which we will plan:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical/sensory

All teachers are responsible for identifying pupils with SEND and in collaboration with the SENCo/ Headteacher will ensure pupils requiring additional and/or different provision are identified at an early stage. High quality teaching, differentiated for individual pupils, is the first step of responding to pupils who may have SEN. Any pupil having significant needs which require additional and/or different provision will be placed on the SEND register. Pupils requiring catch up intervention (below age related expectations) do not necessarily have special educational needs. It is the responsibility of individual teachers to identify pupils in need of catch-up intervention.

Parents are welcome to raise any concerns they have about their child's needs or progress with the class teacher, headteacher or the SENCo.

The SENCo visits primary schools and attend Year 6 Annual Reviews for pupils with Statements of SEND/EHCPs to enable a planned transition for pupils identified as having SEND at primary school.



THE AIMS OF SEND PROVISION AT Kettlewell Primary

- To ensure pupils views are sought and considered.
- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum and resources appropriate to the individual's needs and abilities, to enable good progress.
- To ensure the identification of all pupils requiring SEND provision as early as possible.
- To regularly review the progress of pupils with SEND in line with the schools tracking procedures and policies. Those failing to make expected levels of progress are identified quickly and discussions take place as to the next steps using the graduated approach - Assess, Plan, Do and Review.
- To inform parents/carers that the school considers their child may require SEN support.
- To ensure the parents/carers are involved in discussions, meetings and through the reporting system about their child's progress and attainment.
- Their views will be taken into consideration whilst working in partnership in order to improve progress and attainment.

THE PROVISION

Kettlewell Primary School will have due regard to the Special Needs Code of Practice 2014, the Equality Act 2010 and the Children and Families Act 2014 when carrying out our duties with regard to pupils with SEND.

The school adopts a graduated response to meeting special educational needs, using the Assess, Plan, Do and Review approach. This is in line with the SEND Code of Practice 2014 and the Local Authority Waves of Provision model.

The majority of pupils should have their needs met by Quality First, Universal, Wave One provision within lessons. Some pupils may need personalised learning support in the form of intervention programmes delivered in small groups or individually. These programmes should be time limited with a clear focus and with set targets. Parents/carers will be informed that interventions are taking place.

If there is evidence that a pupil is making insufficient progress despite significant support and interventions, further advice and support may be sought from external agencies in order to best meet the needs of the pupil. Permission will be obtained from parents/carers and they will be fully informed and updated.

These agencies include the Pupil Referral Service (PRS), the Education Psychology Service, the Sensory, Physical and Medical Support Service (SPM), the School Nurse,



Integrated Youth Services, the Child and Adolescent Mental Health Services (CAMHS), Social Care, the Speech and Language Therapy Service (SaLT) and the Autism Support Service (ASCOS), Education Welfare Officer (ESWO), the EMS for High Functioning Autism and the EMS for Specific Learning Difficulties (SpLD).

(Please note Kettlewell Primary cannot make direct referrals to some of these agencies).

The school may request an Education, Health and Care Plan (EHCP) from the LA when despite an individualised programme of sustained intervention and support from other agencies, the pupil remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency.

An EHCP will be issued where following a Statutory Assessment, the Local Authority considers the pupil requires provision **beyond** that which a school can usually be expected to offer. The school recognises that a request for Statutory Assessment **does not** inevitably lead to an EHCP.

A Statement of Special Educational Needs/ Education, Health and Care Plan (EHCP) states the learning objectives, outcomes and additional resources (in terms of finance, human and/or physical) in order to meet the specific need.

For pupils with Statements of SEND/EHCP, their progress and support outlined in their Statement/EHCP will be reviewed annually and a report provided for the local Authority. If the pupil makes sufficient progress, a Statement/EHCP may be discontinued by the Local Authority.

MEDICAL NEEDS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips, and physical education. Some young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical needs may be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents/carers and if appropriate, the pupil. Staff who agree to supervise and administer medications will complete formal training if appropriate. All medicine administration procedures adhere to the LA policy and Department of Education (DFE) guidelines included within supporting pupils at school with Medical Conditions 2014.



TRANSITIONS

The Headteacher liaises with secondary schools to enable planned provision to be made for pupils with SEND. The Headteacher/SENCo facilitates/attends Year 6 Transition Reviews for pupils with Statements of SEND/EHCPs to enable a planned transition.

RESOURCE ALLOCATION

The school receives funding to respond to the needs of students with SEND from a number of sources, including:

- The age-weighted pupil unit
- The notional SEN budget
- Pupil Premium Funding for those who have been in receipt of free school meals in the last 6 years, who are in the care of the Local Authority or whose parents are in the Armed Services
- High Needs, exceptional funding from the LA, for those students with complex needs

This funding is then used to allocate resources – both human and otherwise – to support pupils with SEND

If parents/carers wish to discuss the options available to their child, they are welcome to make an appointment to see the Headteacher, SENCo/Assistant SENCo.

ROLES AND RESPONSIBILITIES

The provision for and progress of pupils with SEND is a whole school responsibility requiring a whole school response.

Mrs B McLoughlin is the **SEND Governor** who takes a special interest in SEND and the Governing Body is responsible for ensuring provision is made for pupils with SEND.

The **Headteacher**, Mrs J Morton Lee, has the responsibility for the overall leadership and management of Kettlewell Primary, including provision for students with SEND.

The named SEND co-ordinator (**SENCo**) for the school is Mrs J Morton Lee and the **Assistant SENCo** is Mrs J Laidler-Smith. The role of the SENCos include:

- Overseeing the day to day operation of the SEND Policy
- Co-ordinating and evaluating the provision for pupils with SEND



- Liaising with and advising teachers
- Monitoring pupils' progress and overseeing record keeping.
- Contributing to INSET as appropriate
- Liaising with parents/carers if appropriate
- Liaising with external agencies if appropriate
- Maintaining the SEND Register, Register of Vulnerable Pupils and Medical Register.

Teaching Assistants (TAs)

Kettlewell Primary School employs TAs, Advanced Teaching Assistants (ATAs) and Higher Level Teaching Assistants (HLTAs) where appropriate.

Learning Support Assistants are employed to support individual pupils, groups and classes. Pupils are predominantly supported to enable them to learn in class alongside their peers. Sometimes teaching assistants work individually with pupils who have been withdrawn from a lesson to follow an individual programme to allow catch up.

The management and training of TAs in SEND and inclusive practice is the responsibility of the Headteacher. Learning Support Assistants are under the direction of the Headteacher/class teacher when working with them, supporting pupils in class. The Headteacher manages the professional development and training for the TAs.

Pupils

The views of pupils with SEND are actively sought when planning provision for them that is additional and different.

Pupils with Statements of SEN/EHCP and some pupils on the SEN register are supported to produce communication passports to enable them to inform all staff about their strengths, areas of need, targets, preferred learning styles and the support strategies they find to be the most effective.

The views of pupils with SEND are also canvassed annually and those with Statements of SEN/EHCP may make written and verbal contributions to their Annual Reviews.

Parents and carers

At Kettlewell School we recognise that parents/carers hold key information and have a critical role to play in their child's education. The school seeks the involvement of



the parents and carers of pupils with SEND. Parents/carers are kept informed of the progress of their children. We will collaborate with and listen to the views of parents/carers to work together to meet their child's needs. School regularly evaluate provision at given periods, and at the end of an intervention.

The school can provide information about the LA SEND Information Advice and Support Service (formerly Parent Partnership Service) to all parents/carers of students with SEND. The contact for this service in Craven is Vivienne Nowell. Parents of any pupil identified with SEND may contact this service for independent support and advice.

ADMISSIONS

The Governing Body ensures that admissions criteria will not discriminate against pupils with SEND. Admission arrangements for pupils with SEND are in accordance with Local Authority regulations.

LINKS TO OTHER POLICIES

These documents can be found on the Kettlewell School website.

Anti-Bullying Policy
Attendance Policy
Child Protection Policy
Kettlewell SEN Report (Local Offer)
NYCC Local Offer

COMPLAINTS

Any complaints about special educational needs provision for a particular pupil, should be made in the first instance to the class teacher. If the problem is not resolved, the matter should be referred to the Head teacher, Mrs J Morton- Lee and/or SENCo.

Should concerns remain, they will be discussed with the SEND Governor. Parents/carers of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution/mediation. The school or the Local Authority SEND Information, Advice and Support Service can make further information about this process available on request.

EVALUATION OF THE SEND POLICY AND PRACTICE

The success of the policy will be reviewed against its aims stated at the beginning of the document.

DATE: Sept 2016

Kettlewell Primary School
Executive Headteacher: Mrs J. Morton Lee



REVIEW DATE: Sept 2017

Name of SEN Governor changed 1st February 2017