



**KIVETON PARK INFANT SCHOOL**  
**SEND Policy**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Date of Policy Approval \_\_\_\_\_

Date of Policy Review \_\_\_\_\_

Policy Approved \_\_\_\_\_

### **Introduction**

At Kiveton Park Infant School we foster a caring environment where children can develop their full potential. All children are given equal opportunity to develop as individuals without discrimination. Children with SEND are involved in the normal daily routines of the school. We are an educationally inclusive school in which the teaching and learning, achievement, attitudes and well-being of every child is our utmost priority. Children with a broad range of Special Educational Needs and Disabilities are welcomed. Children are included as fully as is appropriate to their individual needs, meaning that some children may need significant or different provision to enable them to achieve their individual potential alongside their peers. A significant difficulty or disability that is a barrier to learning in one or more of the following areas may determine a child's place on the schools SEND Register and identification of a SEN; Physical, Social, Emotional, Medical, Sensory or Cognitive. The school will seek to ensure that all provision is properly planned and that any necessary support is in place to maximise success.

A child is not regarded as having a learning difficulty because the language of home is different from the language in which the child is taught. Careful monitoring and observation is undertaken to ensure that a child's SEND is not being masked by the fact that English is not their first language.

### **Aims**

- To provide what a child needs to learn and the teaching methods and arrangements required to enable him/her to gain access to the curriculum.
- To provide opportunities for access to learning and progression for all children to meet their full potential, personal and educational, alongside their peers.
- To enable the teacher to fulfil his/her role towards the child with special needs successfully, equipping all staff with up-to-date knowledge, skills and understanding of SEND.
- To create and provide an environment within school, which encourages tolerance, empathy and awareness of the differing needs of every child.
- To ensure parents have access to information, advice and support during assessment and any related decision-making processes about special educational provision. Parental views will be central to all decision-making processes and planning.
- To ensure all children participate as fully as is practically possible in all school activities.
- To create a climate in which self-esteem, confidence and resilience can grow.
- To ensure that the views of the child (in light of their age and understanding) are sought, listened to and taken into account.
- To provide clarity and consistency of approach and procedures, where everyone is committed to accepting and helping those children who have special educational needs.

## Implementation

The Special Educational Needs Coordinator (Rachel Idell) has management responsibility for SEND throughout the school. The SENCo is class-based and is currently provided with one day each week to implement the policy. The SENCo meets regularly with the Executive Head teacher, Head of School, class teachers and support staff to discuss, advise and monitor progress. Meetings are held in response to concerns about children with external professionals including an Educational Psychologist, Speech, Language and Communication Specialists, Learning Support Service, Occupational therapists, and Physiotherapists. The SENCo attends Local Authority training sessions on a range of SEND issues, and she attends half-termly meetings of LA SENCos. There is one Governor with particular responsibility for Special Educational Needs.

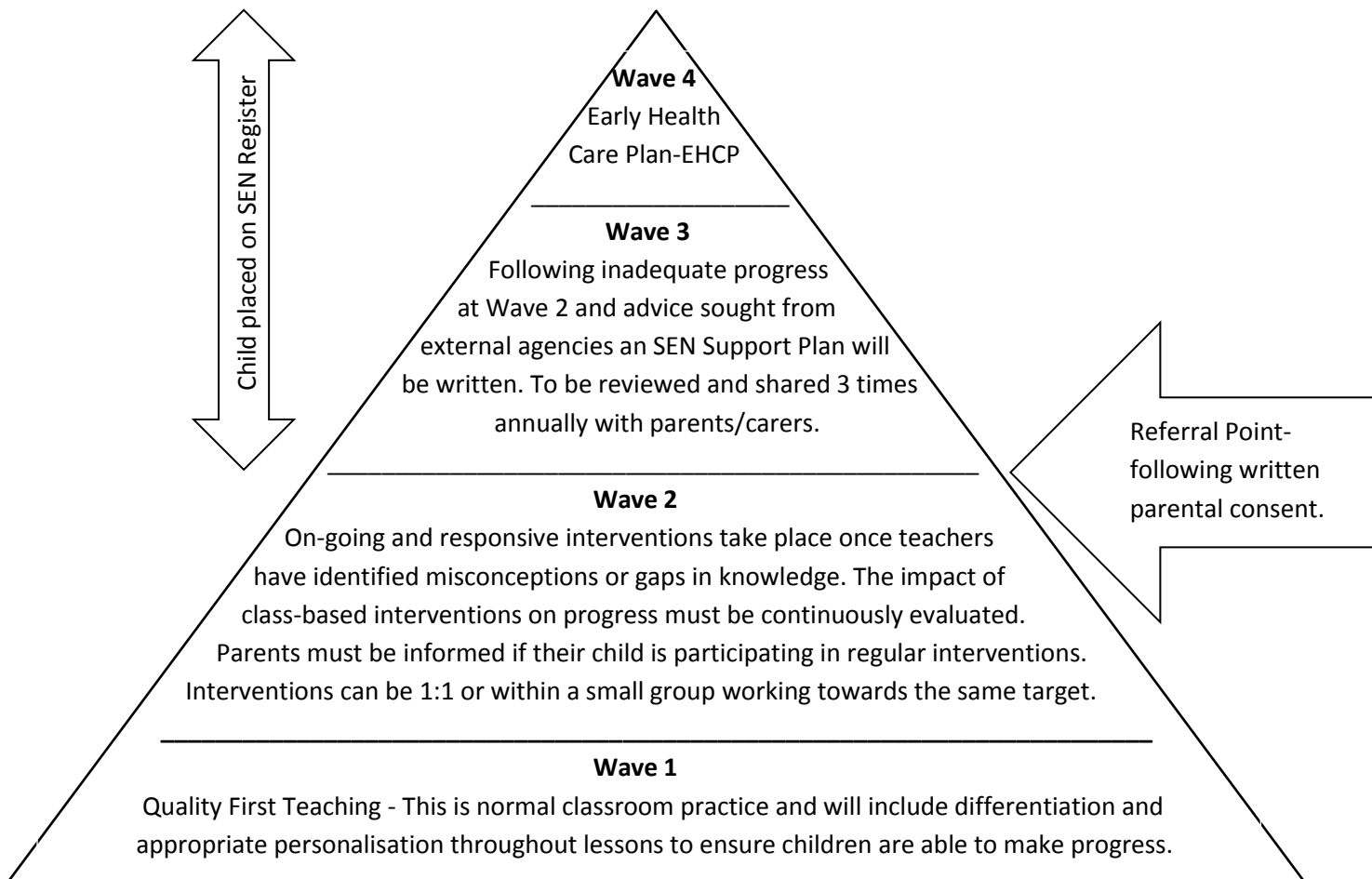
## Physical Access

The school has access by stairs and level entry points. Handrails are fitted to staircases.

## Identification and Assessment

The SEND Code of Practice 2014 is designed to help children towards independent learning. Initial identification of needs will be through teachers and/or parents, noting when a child has significantly greater difficulty in learning than the majority of his/her peers, specific or general, or when a child has a disability which hinders or prevents learning or when inappropriate behaviour is exhibited. As a general principle, the parents of a child presenting needs will be involved at the earliest stage and subsequently kept informed. If the difficulty persists, following consultation between the parents, class teacher and SENCo, additional advice and support will be sought from external agencies. It is essential to have the parents' written consent before referring a child to an external agency.

## Our Graduated Response to SEND



The SEND Support Plan or other 1:1/small group education plans are written in conjunction with the class teacher, child, SENCo, LSS, SALT and where appropriate EPS. The child is central to the learning process and it is important that they are involved in decisions regarding their progress. Discussions may focus on success and/or difficulties with work within the classroom, or the results of assessments. Targets on the child's SEND Support Plan and/or other education plan are shared with them and children's own comments are recorded and shared at review meetings if applicable to the plan. Children may have access to the Learning Support Programme (LSP) or Speech and Language support. This provision is for children who have been identified to have a specific need, which cannot be addressed as part of a classroom intervention. Parents are informed if child is to access LSP support.

### **Reviewing Provision Provided to SEND Children**

Reviews of progress are made termly, dates being set as part of the planning procedure when developing programs of work at each stage of the Code of Practice. Present at these reviews may be the class teacher, learning support assistants, SENCo, parents and relevant external agencies, and where possible the child. The views of all those involved are taken into consideration, as are the views of the child. If a child's need means that more frequent reviews are needed then these are facilitated by the school.

### **The Role of the Class Teacher**

- The class teacher has the overall responsibility for the education of children with SEND in his/her class, which includes monitoring progress, reviewing provision and keeping SEND information (including Diaries of Interventions) up to date.
- The progress of children with SEND is rigorously tracked to inform appropriate and targeted intervention planning. Success will be evaluated through teachers' assessments at tracking points, Individual Learning Targets being met, parents commenting on their child's progress/behaviour at home and other people in school (e.g. LSAs or SMSAs). This must also include evidence towards improving pupil's confidence and self-esteem.
- It is the class teacher's responsibility to identify SEND and to inform the SENCo.
- The class teacher collects information, consults with parents and seeks advice from the SENCo and LSS when appropriate.
- It is the responsibility of the class teacher to write the education plan with help from the SENCo and/or LSS if required and to ensure significant evidence is kept to support the progress towards the targets.
- The class teacher must differentiate planning sufficiently to ensure that the child is able to access the curriculum at a level which is appropriate for learning to take place.
- The class teacher will work closely with the child in the classroom, organising LSAs, to provide support for the child.

### **Support Services**

To engage the involvement of any of the support services available to the school, and to get the best value from their involvement, it is necessary to demonstrate that the school has fulfilled its obligations on the graduated response to SEND. All the additional support services are available upon informal referral by the school. The school or parents can initiate referrals. Parent's permission will be sought at all times for pupil referrals to external agencies. Parents will be informed of the outcome of any assessments or work done by any specialists with their child.

Those that we are most likely to use are:

- Speech & Language Therapist (SALT)
- Behaviour Support Service (BSS)
- Child Development Centre (CDC)
- Health Services
- Education Psychology Service (EPS)
- Education Welfare Officer (EWO)
- Extended Services Social Care
- Autism Communication Team (ACT)
- Learning support Services (LSS)

## **Monitoring**

Foci for the SENCo will include:

- Movement on the SEND register
- Response from parents at review meetings
- Level of confidence among whole staff to meet the needs of all children in their classes including those with additional needs
- Planning meets the needs of all children
- Improvement in outcomes
- Evidence of impact of interventions
- Improvement of behaviour in and out of class
- Children being on task and engaged in their learning
- Evidence of differentiation
- Quality and accessibility of record keeping

## **Role of the Governing Body**

The Governing Body must:

- Ensure that necessary provision is made for any child who has SEND.
- Ensure that, where the LA has informed school that a child has SEND, those needs are made known to all that are likely to teach him/her.
- Ensure that teachers are aware of the importance of identifying and providing for pupils SEND.
- Consult the LA and the Governing Bodies of other schools, when it seems to them necessary, in the interests of co-ordinating SEND provision in the area as a whole.
- Report annually to parents on the school's SEND policy and address complaints from parents of children with SEND concerning provision made at the school.
- Ensure that SEND pupils join in the activities of the school with children who do not have SEND, so far as is reasonably practical and compatible with the child receiving the necessary SEND provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the new Code of Practice when carrying out their duties towards children with SEND.

## **Partnership with Parents**

We are committed to our Partnership with Parents. Parents and carers are viewed as essential to their child's education and are always encouraged to take an active role. They are seen as the first teachers of the child and a valuable source of information about her/him. Regular contact with the class teacher is encouraged, as well as the formally organised parents' evenings and SEND review meetings. We actively seek a close liaison with parents at every stage when considering a child's special educational need. Class teachers, with support of the SENCo, will inform parents of areas of concern that they may have about children. Parental concerns/involvement regarding a Support Plan or other plan alongside outcomes of any discussion will be recorded. Parents of children who are placed on the SEND register will be invited to a meeting to review their child's targets. Here they have the opportunity to evaluate existing targets and offer opinion on new targets. External agency reports/assessments will be discussed with parents when appropriate. Parents will be notified of any change in circumstances regarding their child's level/wave within the graduated response.