



# Kings Avenue Primary School

## SEND Policy

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November 2021	Updated & Reviewed
November 2022	Updated & Reviewed
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At Kings Avenue Primary School, we are proud of our provision for children with Special Educational Needs and Disabilities (SEND), and we are committed to inclusive education.

Our approach to teaching and learning recognises that all children's needs are dynamic and relative and that all children may have special educational needs at any time, and for any length of time during their school career.

We are committed to working with parents and children to ensure each child has equal access to the curriculum and can reach his or her full potential.

This policy is in keeping with the schools aims. The governing body and all staff of the school will aim that all pupils enjoy a broad and balanced education, which meets individual needs. As the policy is reviewed annually it will reflect the priorities of the SEND section of the School Improvement Plan.

### **Definition of Special Educational Needs**

At Kings Avenue Primary School we use the definition for SEN and disability from the SEND Code of Practice (2014) which states:

*SEND: 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.*

*1 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**” 2*

1 Code of Practice January 2015 2 Equality Act 2010

This policy reflects Kings Avenue's commitment to promoting Children Rights as per the United Nation on the Convention on the Rights of the Child (UNCRC). Adults in Kings Avenue, as duty-bearers, will uphold their rights and ensure our pupils access an education which allows all pupils to develop their talents and abilities.

Article 29 states: 'Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.' (UNCRC)

### **Key Roles and Responsibilities**

The SENDCo has responsibility for:

1. The day-to-day operation of the school's SEND policy.

2. The implementation and achievement of the key objectives.
3. Liaising with and advising teachers and support staff.
4. Co-ordinating provision for children with special educational needs and disabilities, including those with EHC plans.
5. Co-ordinating arrangements with the class teacher regarding those pupils with SEN and disabilities.
6. Maintaining the school's SEND register and overseeing the records of all pupils with special educational needs.
7. Liaising with parents of children with special educational needs and disabilities.
8. Contributing to the in-service training of staff.
9. Liaising with external agencies including the Education Psychology service and other support agencies, medical and social services, and voluntary bodies.
10. Monitoring the progress of all children with SEND and responding/intervening where appropriate to increase rate of progress.

### **How was this policy put together?**

This policy was created in partnership with the Headteacher, the SEND Governor, SENCo and parents. This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0 -25 years (January 2015).

### **How can parents access this policy?**

This policy can be accessed through the school website and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g., enlarged font.

### **Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (January 2015) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for school DfE (May 2014)
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Safeguarding and Child Protection Policy (2021-22)
- Teachers Standards (2012)

### **Aims and Objectives**

#### **Aims**

At Kings Avenue Primary School all pupils, regardless of their needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Our aim is to organise our

school in ways that help teachers to respond to and indeed develop and enhance the personal qualities and interest of each member of their class.

- We believe that all children should be entitled to participate in a broad and common range of experience.
- We aim to support teachers and encourage them to feel confident in their ability to in turn support and teach all pupils successfully.

This means that:

*Additional teaching resources are geared to helping class teachers. Where possible teachers work together with the aim of improving their practice through collaboration and discussion about the children's needs and potential.*

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- We want all pupils to become confident individuals who will be able to make successful transition on to the next phase of their educational journey and into adulthood.

### **Key Objectives**

These will vary from year to year and are in keeping with the School Development Plan:

- To continue to identify, assess, plan, provide and review provision for children who have special educational needs and disabilities with the child and their parents / carers.
- To ensure staff are provided with a programme of training and support which further develops good practice within the guidance set out in the SEND Code of Practice, January 2015.
- To ensure that SEND children make at least good progress.
- To improve the use of targeted interventions and quality first teaching to secure better outcomes for identified groups, including those with SEND.
- To evaluate the school's position related to equality, diversity, and inclusion.

### **Identification of needs:**

We know that pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Whole school tracking of data – progress and attainment
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

*Communication and interaction—including speech and language and social communication needs (associated with Autism).*

*Cognition and learning – including moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLD encompasses dyslexia, dyscalculia, and dyspraxia.*

*Social, emotional, and mental health—including children who display challenging behaviour, are diagnosed with attention deficit disorder (ADD) or attention deficit hyperactive disorder (ADHD) or children who find aspects of school difficult.*

*Sensory and/or physical—including hearing impaired, visually impaired, cerebral palsy, multi-sensory impairment, and physical disability.*

- At Kings Avenue Primary School, we will identify the needs of each child by considering the needs of the whole child, which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. The child's individual provision map will outline the arrangements put in place.

### **A Graduated Response to SEND Support**

- We offer quality first teaching for all children, delivered by the class teacher. Children's needs are identified, and appropriate learning activities are taught.
- The class teacher provides differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to children who may have SEND.
- Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from learning assistants or specialist staff.
- The progress of SEND children is regularly monitored through the school tracking system, pupil progress meetings and meetings with the teacher and SENCo.
- Additional support is provided when a need is identified by the class teacher and SENCo however additional support cannot compensate for a lack of good quality teaching.
- The quality of teaching for all children, including those at risk of underachieving is regularly and carefully reviewed through observations, learning walks and work scrutiny.
- Training is provided to develop teachers and teaching assistants understanding and repertoire of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered.

### **How we decide whether to make special educational provision**

- When a teacher is concerned that a pupil may have, or is already known to have, a special educational need, they will initially communicate with the parents, sharing thoughts and examples of how this pupil is displaying the need or disability. The class teacher will discuss their concerns with the SENCo who will detail and possibly also become involved in the gathering of information which will be used to inform next steps.
- At this point, with the parents' consent, the child will normally be placed on the school's SEN register at 'SEN Support'. A Pupil Passport will then be completed.

- The Pupil Passport is intended to be a working document which is termly updated as more is understood about the child's SEND and in response to interventions tried. The class teacher and/or SENCo will liaise with parents (and with the pupil if appropriate) in drawing up the plan which will detail clear outcomes reached by meeting SMART (Specific, Measurable, Achievable, Relevant and Time-bonded) targets which are recorded if interventions are implemented.
- The SENCo may decide to seek advice from external agencies. This is normally if progress rates are judged to be inadequate despite the delivery of high-quality interventions. This will only be undertaken after parent permission has been obtained.

### **How the decision is made to place children on the register** **Assessment and Planning**

At Kings Avenue Primary School, we will place a child on the SEND register where a need has been identified through a combination of:

*Carefully tracking children's progress and development when compared to their peers and national expectations.*

*Expression of concern by a class teacher, parent, or medical authorities*  
*Specialist assessments by education and health professionals.*

If SEN support is required the teacher and SENCo with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes. All staff working with the child will also be made aware of the plan and children will be made aware of their targets. Parents will be asked to share the monitoring of progress through any learning at home.

### **Intervention and Support**

The class teacher is responsible for working with the child on a daily basis and for liaising closely with any staff that provide support set out in the plan and monitor the progress being made. The SENCo will in turn provide support, guidance, and advice for the teacher.

### **Evaluating Progress and Reviewing**

The plan including the impact of the support and interventions will be reviewed termly by the SENCo, teacher, parent/carer, and child. This will inform next steps planning or where appropriate, the removal of SEN Support for the child. For children with an EHCP, the Local Authority must review the plan annually or every six months when the child is under five years old.



### **Educational, Health and Care Plans (EHCP)**

For a very small percentage of pupils, whose needs are long term, severe and complex, and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health, and care needs. They may result in an Education, Health, and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

Parents may request an Educational, Health and Care needs assessment for their child – Lambeth have an on-line application site. We would encourage parents to discuss this with the school prior to making such a request.

### **How parents, families, children, and young people are involved in this process**

At Kings Avenue Primary we believe that education is most successful when parents and school staff work together in partnership. Home is where a child's first teachers are found, and so we want every person who shares a child's life to have an opportunity to contribute to his or her learning.

We aim to make it as easy as possible for parents to discuss any concerns they may have about their child. We aim to see parents as quickly as possible once a request for an appointment has been received. Class teachers are the first point of contact to talk about the child.

For the annual review EHCP meeting invitations will be sent out to their parents/carers and key professionals. Each term parents/carers will be involved in meeting with the class teacher to go over progress against previously set targets and to agree new targets set by the class teacher. This will usually be on Parent's evening. Teachers will ensure children know their targets and how they can achieve them.

### **SEND Provision**

Additional Support

SEND support can take many forms. This could include:

- A special learning programme to support reading, writing or maths
- Extra help from a teacher or teaching assistant

- Small group work
- Observation in class or in the playground and keeping records
- Helping children to take part in class activities
- Ensuring children understand and ask questions
- Encouraging children to try things they find difficult
- Supporting with physical or personal care difficulties
- Specialist support from outside agencies if appropriate which may include:

a) Educational Psychologist:

Educational Psychologists are concerned with helping children who are experiencing problems within an educational setting with the aim of enhancing their learning. They work with individual children or groups and they advise teachers, parents and carers.

b) Speech and Language Therapist (NHS SALT)

Speech and Language Therapists assess and treat speech, language and communication problems in people of all ages to help them better communicate.

c) Lambeth Autism Advisory Service (LAAS- Lois Terry)

The main aim of the service is to deliver advice and support to schools enabling them to meet the additional educational needs of children and young people with a diagnosis of autism and to create an inclusive and autism-friendly learning environment.

d) Lambeth and Southwark School Nurse Hub

The school nurse supports children who have medical needs requiring school care plans, to ensure their conditions are managed safely while in school. The School nurse also provides training and support to school staff in managing medical needs (for example, allergies, asthma, epilepsy and diabetes). The Nursing Hub carries out height and weight measurements of reception and Year 6 pupils for the National Child Measurement Programme, with follow-up advice and support.

e) Occupational Therapist (NHS referrals)

Occupational Therapists work with individuals who have conditions that are mentally, physically, developmentally, socially or emotionally disabling. Pupils are usually seen in clinic and advise/plans are given to schools to help support pupils.

f) Hearing/Visual Impairment support – specialist teachers who are funded by the Local Authority

g) Mary Sheridan Centre paediatricians – referrals can be made to the Doctors at the Mary Sheridan Centre – this will be for possible neuro-differences or to provide a holistic view of a child's complex medical needs.

**Managing the needs of pupils on the SEND register**

- The school aims to respond early to identify children's individual needs by regular observations, assessments and tracking of progress.
- The school co-ordinates provision appropriate to the needs of the individual child.
- The class teacher will liaise with the SENCo to discuss appropriate support.
- The SENCo in conjunction with the class teacher and where appropriate the LA will be responsible for maintaining and updating the support plan.



- Targets are set termly and outcome the following term. These are shared with the parents/carers and amended if necessary.
- Research based interventions are regularly monitored and dependent on the intervention, have a set period over which children receive this support.
- If a child does not make sufficient progress with specific interventions in place, the school will request involvement from outside agencies such Educational Psychology or Lambeth Autism Team. Parents will either meet with the professionals or receive a report based on their observations. If appropriate the school will request an assessment for an Education, Health, and Care Plan through the completion of a SEND Support Plan or Pupil Passports. If successful, an assessment will then be undertaken, and evidence gathered to support the application.
- The SENCo is responsible for updating SEND registers and data. These are reviewed termly.
- If a child makes sufficient progress and no longer require support from interventions, they will be removed from the register and monitored. Parents are advised of any changes.

### **Supporting parents/carers and young people**

More information about the support we offer at Kings Avenue Primary School can be found in our SEN Information Report on our school website.

Lambeth's Local Offer which includes other agencies who provide a service can be found on the Lambeth website:

<https://beta.lambeth.gov.uk/lambeths-send-local-offer>

- We welcome children with special needs into our school and see them as adding to the diversity of our community. The school caters for the full ability range and the presence or absence of a special educational need is not a factor in the selection of pupils.
- We support children with transition into our reception classes through home visits and visits into their new classrooms. At the end of each year children visit their new classrooms and meet their teachers. Year 6 children have a transition day to their new schools.

### **Supporting pupils at school with medical conditions**

At Kings Avenue Primary School we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school visits and physical educations. Children with medical needs will have an individual health care plan outlining the support and or resources that they require. We comply with the duties under the Equality Act 2010.

There is regular staff training for specific medical needs such as the use of EpiPens. Specific training is provided on an individual basis such as hearing aids and epilepsy (though epilepsy is covered in First Aid Training, we will seek additional support from medical professionals if a pupil has a health plan).

## **Monitoring and evaluation of SEND**

The provision for children with SEND is regularly monitored and evaluated through a robust system of Phase Pupil Progress meetings and data analysis. The progress of children with SEND is discussed regularly at governing body meeting.

## **Training and development**

- Training needs of staff are identified and planned through the appraisal cycle and the needs of identified individual or groups of children
- The SENCo attends Lambeth Senco network meetings regularly.
- Staff can attend regular courses according to their own needs and experience.
- Teaching assistants are included in staff meetings and in-service training days as well as courses where relevant.

## **Inclusion**

Pupils with special educational needs and disabilities are fully included in the life of the school and hold positions of responsibility such as School Council and play an equal part in drama productions, sport displays, music etc.

## **Reviewing the SEND Policy**

In line with all school policies the SEND policy will be kept under regular review by the SENCo and reviewed on an annual basis.

## **Complaints Procedure**

If parents have a query about the SEND provision their child receives it is suggested that they first approach their child's teacher, SENCo and then consult the Head Teacher if they require further information. If the matter is not fully resolved, it may then be referred to the Governors.