

Special Educational Needs & Disabilities Policy
Kingsway Primary School and The K.E.Y Nursery



Governor Committee Responsible:	Standards and Achievement	Staff Lead:	Amy Platt
Status	Statutory	Review Cycle	Annual
Last Review	February 2021	Next Review Date	February 2022

Introduction

At Kingsway Primary School, we recognise that all children may have Special Educational Needs (SEN) at some time in their school life. This policy reflects the legal requirements of the 1996 Education Act and 'The Code of Practice on the Identification and Assessment of Special Educational Needs', 2014.

Kingsway School has created a school offer in line with the Local Authority's (LA) Local Offer. This is available to all via the school website. To ensure access to all prospective parents, the school prospectus contains a statement referring to our Special Educational Needs and Disabilities (SEND) Policy, naming our SENDCO and Special Needs Governor and outlining our admissions arrangements. The Governors of our school are committed to the notion of Special Educational Needs across the curriculum. To this end they have appointed a Governor Responsible for SEND who meets regularly with the Special Educational Needs Co-ordinator (SENDCO) and the Headteacher to keep the governors informed about the implementation and effectiveness of the SEND Policy and provision.

All children and young people with SEND are valued, respected and are equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher, SENDCO and all other members of staff have important responsibilities.

Kingsway Primary School also recognises that pupil performance and wellbeing are synonymous. Children cannot learn if they do not feel safe or if health problems create barriers to learning.

Our policy and practice reflect the philosophy and fundamental principles found within the Special Educational Needs Code of Practice 2014, particularly section 6.1.

Provision to meet the needs of children and young people with SEN (Code of Practice 2014)

High quality first teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision and Kingsway endeavours to ensure that provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

For children and young people with SEN it is important to know precisely where they are in their learning and development; to ensure decisions are informed by the insights of parents and those of children and young people themselves; to have high ambitions and to set stretching targets for them; to track their progress towards these goals; to keep under review the additional or different provision that is made for them; and to ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

The leadership team are responsible for establishing and maintaining a culture of high expectations: a culture that expects those working directly with children and young people with SEN to include them in all the opportunities available to other children and young people; to facilitate their participation; and to ensure that they achieve well.

Definition of SEND (Code of Practice 2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Aims

Kingsway Primary school abides by Section 19 of the Children and Families Act 2014 whereby we will have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Through this process we aim to secure:

- the participation of children, their parents and young people in decision-making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

Categories of Special Educational Needs

Children's needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

These areas of need are explained fully in the Code of Practice document 2014.

Children experiencing difficulties in any one or a combination of these areas may be entered on the school's Additional Needs list.

Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND.

Children with SEND:

Pupils with SEND are encouraged from Reception age upwards to be involved in the educational process in a way appropriate to their age, maturity and ability. All staff strive to make children feel that they have a valuable contribution to make and that their views are welcome and taken into consideration.

Pupils are encouraged to give their opinions on their progress and suggest ways in which further progress may be helped. They are involved in setting targets to work towards in the next term which they feel are achievable yet challenging.

All pupils are made aware that they can communicate to either their class teacher or to the SENDCO privately and in confidence about any matters that concern them.

Following a risk assessment, children with SEND attend outings organised by the school, with appropriate adult support as necessary, unless the child's safety is at risk. As with all children in the school, the safety of the child is of paramount importance and must be considered. Reasonable adjustments will be made in order to include all children on the educational visit.

Admission Arrangements

The head teacher is responsible for the admission arrangements which accord with those laid down by the local authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. Parents of children who have an Education, Health and Care plan and young people who have an Education, Health and Care plan have a right to ask for a particular school or college to be named in the Plan and for a personal budget for their support. The local authority has the responsibility to ensure parents are aware of their rights over a personal budget. As a school we make parents aware at annual reviews how the EHCP funding is being spent and we ensure parents are happy with this and our website has links to the local authority offer.

Access to the curriculum

All children and young people are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

At Kingsway Primary School all pupils with SEND are taught for all or most of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff strive to plan and teach with an awareness of the National Curriculum Inclusion Statement to:

- provide suitable learning challenges
- meet the pupils' diverse learning needs
- remove the barriers to learning and assessment

With advice and support from the SENDCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or assessment process.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and

methods, materials and tasks to determine how these could be improved.

The staff are aware of the potentially negative impact of withdrawal sessions and seek to promote the positive aspects of withdrawal when this is necessary. We feel that potential negative effects are far outweighed by the positive effects to children in need of small group or individual support. Many children (including those without SEND) are regularly withdrawn for various reasons.

Programmes of intervention offered are for a fixed length of time, so that all pupils generally have access to the full curriculum throughout the school year. Class teachers vary their timetable so that children do not repeatedly miss the same lessons over a long period of time.

Facilities in the school for children with SEND

The school has a Disability Accessibility Plan to:

- a) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services
- b) increase the extent to which disabled pupils can participate in the school's curriculum
- c) improve the delivery of information to pupils with disability

How pupils with SEND are identified and their needs determined and reviewed

Identification

The school aims to identify children with SEND as soon as possible after they arrive at the school, whether starting in Pre-School, Reception, or moving from another school.

At Kingsway we assess each pupil's current skills and levels of attainment on entry. Children within the Early Years Foundation Stage are identified, using the outcomes of developmental assessments as outlined in the Early Years Foundation Stage (EYFS) to target early help to children experiencing developmental delay.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress and attainment for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they will be given extra support.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the additional support that is required to support the child.

Additional Educational Needs

Once a potential special educational need is identified, four types of action should be taken to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

Before identifying a child as needing SEN support the class teacher, working with the SENDCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the pupil's progress, attainment, and behaviour records. This information should be matched to the guidance in the Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People (0-25 yrs) with Additional Needs including SEND. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services.

Kingsway will take seriously any concerns raised by a parent. These will be recorded and compared to the school assessment and information on how the pupil is developing.

Assessments will be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Assessment data will be obtained using various methods such as:

- reading, comprehension and spelling ages
- GL dyslexia assessment
- Basic Maths Skills age test
- British Picture Vocabulary Scale
- National Curriculum Tests
- Observation
- Phonics assessments
- Boxhall Profile
- Movement ABC
- Pragmatics Profile

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO will contact them, if the parents agree.

Plan

Where it is decided to provide a pupil with SEN Support, the teacher and the SENDCO will agree in consultation with the parent and the pupil the needs, outcomes and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Records will be maintained in the form of a 'My Plan', My Assessment and/or 'My Plan+', respective of needs.

All teachers and support staff who work with the child will be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

The triggers for intervention, in addition to and/or different to quality first teaching, based on the practitioner's or parent's/carer's

concern about a child who despite receiving appropriate early education experiences and differentiated learning opportunities are

that the pupil:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area

of weakness

- Continues working at levels significantly below those expected for children of a similar age in certain areas (an academic

year behind)

- Presents persistent emotional and/or behavioural difficulties, which are not reduced by the behaviour management

techniques usually employed in the setting

- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and

equipment

- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning

The support and intervention provided, group or 1:1, should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge. In all circumstances the child will continue to be taught all or most of the time in the classroom, supported through flexible grouping strategies and by taking part in possible interventions.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil, working closely with any teaching partners or specialist staff involved, to plan and assess the impact of interventions. The SENDCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support. There is an increased emphasis on differentiation of activities and materials within the classroom.

Review

The effectiveness of the support and the impact on the child's progress will be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO when required, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil at regular Parents' Evenings, My Plan review meetings and Education, Health Care Plan Review meetings. Parents are encouraged to support the targets at home.

Roles and Responsibilities

The Headteacher has overall responsibility for policy and practice in respect of children with SEND.

"Special educational provision is underpinned by high quality teaching and is compromised by anything less."
Code of Practice 2014

The governing body:

- in co-operation with the head teacher, determines the school's general policy and approach to provision for children with SEND;
- establishes the appropriate staffing and funding arrangements;
- maintains a general oversight of the school's work;
- appoints a SEND governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND;
- consults the LA and the governing bodies of other schools, when it is necessary or desirable, in the interests of coordinated special educational provision in the area as a whole;
- reviews the SEND policy annually.
- publishes the SEN report (appendix 1) and policy on the school website and updates annually
- ensures that a qualified teacher with an appropriate SENDCO qualification is responsible for SEND provision from pre-school-Year 6.

The Headteacher:

- has responsibility for the day to day management of all aspects of the school's work, including provision and safeguarding for children with SEND;
- keeps the governing body fully informed of SEND matters in the school;
- works closely with the SENDCO in referring SEND pupils to specialist agencies.

The SENDCO (Mrs. A Platt):

- must be a qualified teacher working at the school and must achieve the National Award in Special Educational Needs Coordination within 3 years of appointment.
- is part of the school leadership team.
- has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies.
- is aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family to ensure that children with SEND receive appropriate support and high-quality teaching.
- is responsible for the induction and performance management of Teaching Partners (TP's) who work with children with SEND and for monitoring their support;

The key responsibilities of the SENDCO may include (from Code of Practice 2014):

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEND;
- advising a on graduated approach to providing SEN Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the pre-school keeps the records of all children with SEN up to date.

All teaching staff

High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children; this is referred to as additional provision. Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. Potential areas of difficulty should be identified and addressed at the outset of work.

- are responsible for notifying the SENDCO of any concerns they have of any children in their class, which may indicate a special educational need;
- are responsible for teaching children with SEND in their class using appropriate strategies and materials;
- in consultation with the SENDCO draw up provision for pupils with SEND;
- set appropriate outcomes for the children to work towards;
- allow time and plan activities on a weekly basis for an individual child, or a group of children with the same identified needs, to work towards their outcomes;
- maintain records to show the progress of children with SEND;

- attend and/or contribute to meetings in respect of pupils in their care
- Work with the SENDCO to identify their own training needs with regard to SEND

Teaching Partners

- Support the delivery of Quality First Teaching as set out in the Teaching and Learning Policy and Effective Use of Teaching Assistants policy and assist the class teacher in meeting the needs of all pupils, including those with SEND
- Provide targeted support for children with SEND under the direction of the class teacher and SENDCO
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend relevant meetings and undertake appropriate INSET training
- Work alongside teaching staff and the SENDCO in the preparation, implementation and review of provision.
- Contribute to annual review meetings;
- Foster independence in learning and managing physical needs;
- Enable the pupil to access the whole curriculum as far as possible;
- Plan work programmes or differentiated tasks with the class teacher;
- Prepare material to assist pupil's learning;
- Keep accurate and concise records where appropriate;

Early Years

The SEND Code of Practice for 2014 highlights that early identification and intervention is key to supporting the needs of pupils with SEND (section 6.2). The Government's Early Learning Goals set the expectations of pupils in each of the areas of learning by the end of the Foundation Stage. They represent the expected outcomes of a planned approach to early education that integrates play and learning. Children will progress at different rates during the foundation stage. By the end of the stage, some will have achieved beyond the expectations set out in the Early Learning Goals, whilst others may still be working towards the goals. Children making slower progress may include those who are learning English as an additional language or who have particular learning difficulties. It should not be assumed that children who are making slower progress must, therefore, have special educational needs. But such children will need carefully differentiated learning opportunities to help them progress and regular and frequent careful monitoring of their progress.

Partnerships within and beyond school

Multi agency working

At any point specialist assessment and advice may be sought from external agencies. Their input will lead to more specifically - focused provision. The pupil will continue to receive provision within the classroom for most of the time, with targeted adult support given when available by a TP. There will be an increasingly individualised programme for the child within the context of an inclusive curriculum. The pupil's classroom performance may be monitored more closely. He / she may continue to be withdrawn for tuition in a small group setting or 1:1 with a TP to work on an appropriate programme drawn up with advice from external professionals.

The triggers for referral for seeking help from outside agencies could be that, despite receiving a personalised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at a curriculum substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme

- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Specialist Services

The school has links with various services and is able to request appropriate advice and support for difficulties of various types when needed, some of which are traded services.

Educational Psychology Service (Traded service)

The school is able to make referrals to the Educational Psychology Service. The Educational Psychologist may offer a joint problem-solving meeting or may visit to observe and assess children who have severe or multiple difficulties. He/she will advise on matters such as Statutory Assessment or may recommend referring children on to other specialist support services where specific difficulties are diagnosed.

Advisory Teaching Service

The Advisory Teaching Service may be involved when children are referred to any of their specialist teams for difficulties in the areas of Cognition and Learning/Behaviour, Emotional and Social/Children with Physical Disability; Communication and Interaction; Hearing Impairment; Visual Impairment. Advisory Teachers are able to support the child and school with, for example, specialist assessments, advice and guidance, loan of resources.

Child Health Services

The Child Health Services provide a school nurse to attend the school from time to time. The nurse can also refer a child to the school doctor for further help.

Speech and Language Therapy Service

Upon referral, a Speech and Language Therapist will assess the child and if the Service's criteria are met, will provide speech therapy and language sessions either out of school in the clinic, or at the school during the school day.

Attendance problems

- In some instances, poor attendance at school may contribute towards poor progress. The school employs a member of the admin team who monitors attendance and lateness and the reasons given. See attendance policy.

Winston's Wish

Provides support for children and their families following a bereavement.

Education, Health, Care Plans

For some children, the support provided by the school with advice from outside agencies may not be enough to enable adequate progress and require funding beyond that which is allocated to the pupil, because the pupil's needs are so complex and cause substantial barriers to learning request for an Education, Health, Care Plan assessment would be made in consultation with parents and specialist external agencies.

The LA will seek information about the child's learning difficulties and progress and the provision already being made from the school and external agencies. On the basis of all the information available, the LA will decide on whether a statutory assessment is necessary.

If a decision is taken to make a statutory assessment, the LA will seek parental, educational, medical and psychological advice, or advice from Social Care and other appropriate agencies. The views of the child must also be ascertained if possible.

Following the assessment, the LA may decide to draw up an Education, Health Care Plan. The Education, Health Care Plan will detail all the child's special educational needs and the provision which the LA considers appropriate to meet the needs described. Objectives and arrangements for monitoring progress will also be included. The provision may include specialist teaching time or Teaching Assistant time, specialist equipment, or specialist support and advice for the teaching staff. The school aims to work

closely with specialists involved in the support of children with Education, Health Care Plans and to make the most of additional resources provided.

Progress Reviews

Progress reviews for all children with a My Plan +, My Assessment and EHCP are held regularly and at least 3 times a year. The review considers the following questions:

- What are the child's current levels of attainment?
- What progress has the child made towards meeting the outcomes?
- What are the parents'/carers' views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What are the next steps in learning?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?

Statutory Annual Reviews

For a child who has an Education, Health Care Plan of Special Educational Needs, the LA has a statutory duty to formally review his/her Education, Health Care Plan, at least annually. Annual Review Meetings are organised in school by the SENDCO.

The following requirements apply to review:

- The child's parents, a representative of the school, a local authority SEN officer, a health service representative and a local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school or other institution must seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting must focus on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to their support to help them achieve them, or to those outcomes. Children and parents should be supported to engage fully in the review meeting.
- The school must prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any requirements required to the EHC plan, and should refer to any difference between the school's recommendations, and those of others attending the meeting.
- Within four weeks of the review meeting, the local authority must decide whether it proposed to keep the plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent and the school.

The review aims to:

- Assess the child's progress towards meeting the outcomes within the Education, Health Care Plan
- Review the educational progress made by the child
- Consider the effectiveness of the Education, Health Care Plan in light of the child's progress
- Set desirable outcomes for the coming year, or determine whether amendments to the Education, Health Care Plan are necessary
- Record information which the school and other professionals can use to plan provision and support for the child.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body reports annually upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysis including:

- regular observation of teaching by the Head teacher, Senior Leadership team, SENDCO, and subject Leads;
- analysis of tracking data and the attainment and achievement of different groups of pupils with SEND by the Senior Leadership team
- scrutiny of teachers' planning and pupils' work – carried out by the Curriculum Leads, subject Leads and SENDCO;
- the views of parents and the pupils;
- monitoring by the SEND governor;
- maintenance of assessment records;
- before and after assessments of intervention;
- meetings between SENDCO, class teachers, TPs and parents.
- pupil progress meetings
- outcomes of My Plan, My Plan+ and EHC reviews.

Based on the above, the school reports annually upon its successes and identifies aspects for future development

Record Keeping

Records are kept for each child including the nature of the difficulties, provision, involvement with external agencies, review records, progress and intervention logs, My Plan, My Plan+ and EHCP documentation.

All staff are responsible for maintaining and updating the records. The SENDCO is responsible for overseeing and monitoring the record keeping system with regards to pupils with SEND.

All records are kept in compliance with GDPR regulations, as detailed in the school Data Protection Policy.

Parental Involvement

It is the school's policy to work closely with parents. Class teachers have regular communication with all parents. Parents are always consulted before outside agencies are involved and included where possible in instigating strategies. If parents have a concern about any aspect of provision they should initially approach the class teacher and then the Headteacher. If the difficulties cannot be resolved and if parents wish to take matters further, they should refer to the complaint's procedure outlined in the school prospectus and available on the school website.

Transition Arrangements

The Headteacher, Class Teachers and the SENDCO share responsibility for ensuring that all staff are aware of children with special needs. Where a whole school strategy is in place for a child, all school adults are made aware of their role. As children move from class to class, it is the class teacher's responsibility to inform the next teacher of any children with special educational or medical needs and to ensure that all related documentation is up to date. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving.

At transfer to secondary school, consultation between staff takes place in the Summer Term preceding transfer. In addition to the usual transfer arrangements, secondary staff and the Year 6 teachers meet to discuss a child's special education needs, so that provision can be arranged and work programmes continued with the minimum of delay. All relevant records will transfer with the child. Other agencies that are involved, as necessary, in transfer discussions are ATS, Health and Social Services, Educational Psychology and Casework. We ensure that children with Education, Health and Care Plan have their

transfer review held early in the Spring term of Year 5 so that the Secondary school preference may be specified.

Safeguarding (inc Child Protection, Safer Recruitment and Intimate Care) children with SEND or additional needs

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. The Governing bodies and headteacher ensures that our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. They ensure that our child protection policy reflects the above and to address these additional challenges.

Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Staff should recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online. Governing bodies and the headteacher should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Childs Net has a programme to support children with additional needs with learning about online safety: [STAR SEND Toolkit - Childnet](#) to be used in school where appropriate alongside our online safeguarding programme.

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010³⁹ in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.⁴⁰ By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

This Policy should be read in conjunction with other school policies – especially

- Behaviour & Anti-Bullying
- Safeguarding (inc Child Protection, Safer Recruitment and Intimate Care)
- Safe Touch & Positive Handling & Reasonable force policy
- Health & Safety
- Teaching and Learning
- Complaints
- Acceptable Users Policy (AUP)
- Attendance

Policy reviewed and edited: March 2021 (To be reviewed annually)