



KING'S OAK PRIMARY SCHOOL

SEND POLICY

December 2017

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Policy reviewed and approved by: Governing Body

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**The SEND Policy is a statutory policy and is reviewed annually.
This school is committed to safeguarding and promoting the welfare of children and young people
and expects all staff and volunteers to share this commitment**

King's Oak Primary School

SEND Policy

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy and Child Protection Procedures
- Intimate Care Policy
- Complaints Policy Single Equality Scheme

This policy will be reviewed annually.

Definition of SEN

The Special Educational Needs Code of Practice 2015 states that 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 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 or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1The kinds of special educational need for which provision is made at King's Oak Primary School

King's Oak Primary School is a large multicultural primary school for children from 3-11 years with a preschool provision for two year olds. The school has a Specialist Resourced Provision (SRP) for children who have identified social communication needs and/or a diagnosis of Autism Spectrum Disorder and who fall within the category of mild to moderate learning needs. There are assessment places for pupils in the nursery and two class bases which cater for 9 pupils in Key Stage 1 and 18 pupils in Key Stage 2. Each child in the SRP is registered with our school and is included in their mainstream class, as appropriate for each individual child.

We are committed to equality of opportunity and ensure that every child has equal access to all areas of school life. We believe that every child has the right to achieve his/her full potential. We pride ourselves on being an inclusive school.

At King's Oak Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of a number of pupils with a statement of special educational need / Education, Health and Care plan. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

2 Information about the policy for identification and assessment of pupils with SEN

At King's Oak Primary School, class teachers and members of the Senior Leadership Team monitor the progress of all pupils every half-term to review their progress. We also use a range of assessments with all the pupils at various points for example the Phonics Screening Check in year 1 and again in year 2 for those pupils who did not meet the threshold or who are new to the country and the National tests in Year 2 and Year 6. All new pupils will be baseline assessed by class teachers to allow for their progress to be monitored.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra support. This is often put in place, even if a special educational need has not

been identified. This extra support will enable the pupil to close the attainment gap. Examples of extra support are: highly personalised work, one to one/small group tutoring, interventions during the school day, and before or after school writing or maths clubs (see appendix A for a list of interventions offered).

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to design an appropriate individualised intervention programme. In many cases these underlying needs often explain why the pupil is making inadequate progress or exhibits challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed at least termly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. This support will be rigorously monitored, by sharing key documents (specifically from professionals) and through termly SEN meetings with the SENCO and class teacher.

If further support is provided; we refer parents to workshops, such as the EarlyBird, and EarlyBird Plus programme. We are able to apply for Aiming High Funding for parents of children with disabilities who may need financial support to ensure their children can access out of school activities. We are able to refer pupils to professional agencies.

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs / Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress

- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked every half-term. In addition to this, pupils with special educational needs will have their individual education plan targets reviewed and this will allow for small steps of progress to be measured.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework and the Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments, for example Precision Teaching and Colourful Semantics (see appendix for a list of interventions offered in each year group). These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher, with support from the SENCO, will remain responsible for working with the pupil on a daily basis. The SENCO supports class teachers in different ways depending on the needs of pupils, for example through termly SEN meetings, providing advice with planning and guidance upon the preparation of personalised resources, completing additional assessments and advising on strategies and teaching approaches.

We have a duty to make arrangements to support pupils with medical conditions and these are detailed in our Medical Policy. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance for supporting pupils at school with medical conditions.

All staff receive training on the school's Behaviour Policy (linked to our Anti-Bullying Policy) on an annual basis to ensure a consistent approach (see Behaviour Policy) and this includes specific actions related to bullying. Some pupils with social, emotional and mental health difficulties require a personalised behaviour system. In these instances the personalised approach will be outlined in a behaviour support plan that is developed in consultation with parents/carers and taking into account the views of the pupil. As well as this, these pupils will be provided with additional support, such as social stories, interventions from the Emotional Literacy Support Assistant or social skills groups delivered by additional staff.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At King's Oak Primary School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school has recently trained two further Emotional Literacy Support assistants, we are continuing to commission a play therapist for individual work; our existing Emotional Literacy Support Assistant is also able to deliver play therapy. Whole school training on the use of colourful semantics has been delivered alongside an inset on understanding autism and behaviour management strategies.

3e additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives.

nThe Headteacher has the final say in the use of the notional SEN budget.

3f activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, educational visits and activities offered to pupils at King's Oak Primary School are available to pupils with special educational needs. For some pupils, 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

King's Oak Primary School offers a breakfast and after school club as well as a variety of school clubs. The clubs we run vary from term to term. Clubs are run by staff at our school or by outside providers. Places at our clubs are offered as fairly as possible and we ensure that all children have the opportunity to attend clubs. 'Reasonable adjustments' that are sometimes required include support from an additional adult and guidance for those running the clubs to understand the needs of specific pupils and how to overcome barriers to ensure that pupils are fully included. If parents identify that adjustments are required to ensure that their child can fully access clubs, a meeting is held with the class teacher or SENCO to discuss this further to ensure that measures can be put into place.

At King's Oak we believe that learning from first hand experience is very powerful and provides lasting impact and therefore we support children's learning through educational visits. Additional support that is sometimes required to enable pupils to access education visits include support from an additional adult during the visit, additional support/pre teaching prior to the visit, and photographs and timetables to support pupils with managing change. Information about visits and transport arrangements are sent to parents in advance so that parents are given time to meet with the class teacher or SENCO to discuss necessary adjustments and/or arrangements.

Some pupils with the most need require additional support during lunch times and breaks. Examples of support offered at King's Oak are: the opportunity to eat in a quiet room, support to engage with peers through adult lead structured games, opportunities to talk to a significant adult and 'buddy' systems. Additional support is provided for pupils with specific medical conditions at lunch and break times.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At King's Oak Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance Personal, Social and Health Education, teaching our school learning habits, circle time, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with additional needs in this area we also can provide the following: mentor time with a significant adult, time-out space in the classroom for a pupil to use when upset or agitated;

additional support from the school's Emotional Literacy Support Assistants, Social Stories and specific interventions such as Transorters, play therapy and Lego Therapy (see appendix A for a list of interventions offered).

Pupils with emotional and social needs, because of their special educational needs, will be supported to enable them to develop and mature appropriately.

All parents of children who have a special educational need are welcome to make appointments to meet with the class teacher or SENCO to share their views.

4 The name and contact details of the SEN Co-ordinator

The SENCO at King's Oak Primary School is Nicola Vivian.

Nicola Vivian is available on 020 8942 5154 or senco@kop.rbksch.org

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training provided through INSET or during induction: ASD, identifying needs and planning outcomes and provision, colourful semantics, differentiation through personalisation, de-escalation – dealing with challenging behaviour, InPrint3, development of comprehension skills . INSET planned for this year includes: use of manipulatives in mathematics, IEP writing, and OT training. Staff who deliver specific interventions or personalised programmes, as advised by outside professionals, receive additional training for their role.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, Speech and language therapist, occupational therapist, physiotherapist, education service for sensory impairment, and dyslexia specialists.

6 How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis. The school is currently using a Soundfield hearing system in one class and will be receiving specialist equipment and resources to support a child with visual impairment in the nursery. Training for staff using this equipment is provided by specialist teachers.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at King's Oak Primary School are invited to discuss the progress of their children three times a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following additional teaching improvements in progress are not seen, we will contact parents to discuss next steps. From this point onwards the pupil may be identified as having a special educational need because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. When additional support is being put in place by school, either to help a pupil catch-up or as part of special educational provision, it is expected that parents/carers contribute to progress by reinforcing the provision at home.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil (or parent on a pupil's behalf) will be consulted about and involved in the arrangements made for them as part of child-centred planning.

9 The arrangements made by the school relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at King's Oak Primary School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, Year Leader, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body (See Complaints Policy on the school website).

10 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school have engaged with the following:-

- A Service Level Agreement with Educational Psychology service
- Membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service
- School Nurse
- Moor Lane Services (ESSI - Hearing Impaired and Visually Impaired)

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on:

HELPLINE: 020 8547 3014

Website: www.enhanceable.org

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At King's Oak Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to share information that will make the transfer as seamless as possible. Before a pupil with special educational needs attends King's Oak Primary School, we contact their previous school and in some cases visit the pupil in their current setting. As well as this, the SENCO, or in the case where the pupil is accessing the SRP the leader of the SRP, will meet with parents/carers either before or soon after the pupil has joined the school. Where

possible/appropriate, the class teacher or SENCO will also meet with the pupil to discuss their views and opinions.

We also contribute information to a pupils' onward destination by providing information to the next setting for all transfers. The head of Year 6 and SENCO attend the local authority SEN transfer day, which is attended by all secondary schools in the local authority, to meet with secondary schools' SENCOs and pass on information about pupils' needs and provision. Most secondary schools visit pupils while still in Year 6.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.afclocaloffer.org.uk. Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

14 Arrangements for Monitoring and Evaluation

Regular monitoring and evaluation will focus on the extent to which planned outcomes have been achieved through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject leaders
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- the school website, which contains the required information about the implementation and success of the SEND policy
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

15 Review

The SEND Policy is a statutory policy and is reviewed annually.

SEN Interventions

Appendix A

The interventions listed below can be used to support pupils who need additional support to catch up as well as to support pupils with SEN. In addition to these interventions, further interventions are implemented following advice from external professionals, such as Educational Psychologists and Speech and Language Therapists.

| | EYFS | KS1 strategies | KS2 interventions |
|-------------------------------|---|---|---|
| Cognition and learning | Precision teaching Daily 1:1 reading Numicon Additional phonics, reading, writing and maths intervention | Precision teaching Project X Code Daily 1:1 reading Beanstalk 1:1 reading Numicon Overcoming Barriers in Mathematics Wave 3 Mathematics Nesy Learning Program Additional phonics, reading, writing and maths intervention | Precision teaching Project X Code Rapid Reading Daily 1:1 reading Beanstalk 1:1 reading Write Online Memory Magic Numicon Overcoming Barriers in Mathematics Wave 3 Mathematics Nesy Learning Program Wordshark Additional phonics, reading, writing and maths intervention |

| | EYFS | KS1 strategies | KS2 interventions |
|--------------------------------------|--|---|---|
| Communication and interaction | School Start Language programme School Start Sound awareness programme Attention Autism Intensive Interaction Makaton Picture Exchange System (PECS) Speechlink Time to Talk Fun with Narrative Reception Narrative Language Steps Social Stories | Colourful Semantics Shape Coding Comic Strip Conversations Social Stories Lego Therapy Speechlink Time to Talk KS1 Narrative Developing Baseline Communication Skills | Colourful Semantics Shape Coding Comic Strip Conversations Social Stories Lego Therapy Speechlink Talking About School Talking About Friends Talking About Secondary School Mr Goodguess Developing Baseline Communication Skills |

| | EYFS | KS1 strategies | KS2 interventions |
|---|--|---|---|
| Social, emotional and mental health difficulties | Play Therapy Emotional Literacy Support Assistants Personalised behaviour systems | Play Therapy Emotional Literacy Support Assistants Transporters Personalised behaviour systems | Play Therapy Emotional Literacy Support Assistants Transporters Personalised behaviour systems |
| Sensory and/or physical needs | Therapeutic listening therapy Write from the Start Occupational Therapy Dance Write | Therapeutic listening therapy Write from the Start Occupational Therapy | Therapeutic listening therapy Write from the Start Speed up Occupational Therapy |