



Kenningtons Primary Academy

SEND Policy

2020 - 2021

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Our Special Educational Needs and Disabilities (SEND) policy aims to:

- **Set out how Kenningtons Primary Academy will support and make provision for pupils with special educational needs and Disabilities (SEND)**
- **Explain the roles and responsibilities of everyone involved in providing for pupils with SEN**

1.Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice: 0-25 years](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2.Our school aims and vision

Kenningtons Primary Academy is an inclusive school. We aim to provide a safe and secure learning environment where children can learn the skills they need to succeed in life and prepare them for their future. We understand and celebrate that each child is an individual with their own specific needs. We strive for equality and are committed to meeting our legal duties under the provisions of the The Equality Act 2010. All pupils, regardless of their SEN or Disability, will be catered for and reasonable adjustments will be made to ensure that no pupil is treated less favourably than others.

We are an inclusive school that caters for children with a wide range of needs including; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and Physical Needs.

We aim to comply with all the duties in respect of SEND, including having regard to the SEN Code of Practice:0-25 years (2015). We offer children with special educational needs and/ or disabilities full access to a broad, balanced and effective curriculum. We expect that all children should be able to participate actively in developing their skills, knowledge and understanding from Foundation Stage to Year 6 enabling them to enjoy learning and achieve well.

We aim to be a school where;

- We secure high levels of achievement and success for all children
- We ensure all pupils have full access to the curriculum and are included in all aspects of school life and where necessary we make "reasonable adjustments" to ensure this occurs
- All pupils are supported effectively to make good progress in academic skills whilst ensuring good personal, moral and spiritual development
- All pupils-receive an appropriately differentiated education that meets their individual needs
- We encourage the participation of children, parents and carers in decision making and invite them to join us in planning and supporting at all stages of their child's development
- We work in a co-operative and productive partnership with the Local Authority (LA) and other outside agencies, adopting a multi-professional approach to meet the needs of all vulnerable learners.
- Children's needs are assessed and identified early so that effective provision can be put in place to meet their needs
- We promote individual confidence to help children overcome specific challenges

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs E Thomas she can be contacted via the school office on 01708 865663.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Specifically, all teachers are teachers of pupils with Special Educational Needs and Disability. Staff are aware of their responsibilities and a positive and sensitive attitude is shown towards all pupils at all times.

5. Training and Professional Development

It is the responsibility of the SENDCO to keep abreast of developments and deliver staff training where appropriate. The SENDCO will regularly and carefully review and improve teachers understanding of strategies to identify and effectively support vulnerable pupils.

6. Assessment

- Early identification of children with SEND is vital therefore all children are informally assessed on entry and information about the pupil is sought from the child's previous setting
- The class teacher informs the SENDCO and parents at the earliest opportunity to alert them to their concerns and to enlist their support.
- The class teacher continues to assess and monitor the child's progress in line with existing school practices.
- Other standardised assessments may be carried out depending on the child's needs.
- Children receiving intervention or accessing specific programmes such as Speech and Language / Occupational Therapy, will be assessed by the professional running the programme on a continuous basis but more formally half termly or termly.

7. The Graduated Approach

The first step in responding to pupils who have or may have SEND is high quality teaching, differentiated for the individual pupil. Our school uses a graduated approach to remove barriers to learning and put effective special educational provision in place. This is a four part cycle of Assess, Plan, Do, Review.

Assess

The school will assess and monitor each child's levels of attainment on entry and throughout their education in order to ensure that they are making 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 gap between the child and their peers
- Prevents the attainment gap growing wider

Slow progress and low attainment do not necessarily mean that a child has SEND.

However, they may be an indicator of a range of learning difficulties or disabilities. We also do not assume that attainment in line with chronological age means that there is no learning difficulty or disability.

Where progress is found to be less than expected, the class teacher and SENDCO will assess whether the child has SEND by identifying barriers to learning. The views and concerns of the child, their parents/ carers and where relevant outside agencies, will be taken into account and additional teaching strategies or further interventions will be put

in place and monitored regularly. The pupil's response to this will help to identify their particular needs.

Plan

The teacher and the SENDCO will consult with parents and the pupil to determine the adjustments, interventions and support to be put in place. The expected impact on progress, and/or behaviour will be discussed, along with a date for review. Close home-school links are encouraged and parents are given advice on how to help their child at home.

Do

The child's class teacher will remain responsible for working with the child on a daily basis and implementing their individualised programme. An agreed amount of time is suggested for additional provision to demonstrate its' impact before it is reviewed. Throughout this process, parents will be consulted and kept informed.

Review

The effectiveness of the support and interventions will be reviewed regularly with staff, the pupil and their parents. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress. Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority must review that plan at least every twelve months. We cooperate with the Local Authority in the review process and convene and hold the annual review meetings on their behalf.

8. SEN Support

When a child is identified as requiring SEN support, the class teacher and the SENDCO will plan to target their needs in the classroom through differentiation and reasonable adjustments. This support is additional to that provided as part of the school's usual curriculum. A 'Pupil Profile' will be written to make all relevant teachers and support staff aware of their strengths and needs. It will also suggest effective support strategies to be used in school. Specific, evidence based interventions may be used to close attainment gaps. The Class Teacher and SENDCO will map provision and monitor the child's progress regularly. If a child's needs are complex or involve more than one outside agency, then a person centred review will be held at the school. If working cooperatively with the parents/carers and other agencies is not effectively meeting the child's needs, the school will discuss whether a statutory assessment of the child's SEND is necessary.

9. Statutory Assessment

Where a request for a Statutory Assessment is made to the LA, the child will have demonstrated significant cause for concern. Statutory Assessment involves consideration by the LA for additional support and funding to be provided. A request can be made by the school, parents/carers or health or another agency. When evidence suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, the LA will consider the case for a Statutory Assessment of the child's SEND. The LA will require information about the child's progress over time, documentation in relation to the child's SEND and the impact of action taken to deal with those needs, including any resources or special arrangement put in place.

The LA will work with parents/carers and all professionals involved to devise a plan to support the child and may decide to implement an Education, Health and Care (EHC) plan. The child's class teacher will remain responsible for working with the child on a daily basis and implementing their individualised programme following the Assess, Plan, Do, Review cycle. Throughout this process, parents will be consulted and kept informed.

Pupils with an EHCP will have an annual review. Our school will comply with all local arrangements and procedures when applying for additional high needs funding or an EHCP, and

ensure that all prerequisites for application have been met through ambitious high quality teaching and pro- active SEND support. Our review procedures fully comply with those recommended in the Special Educational Needs and Disabilities Code of Practice 0-25 (2015) and with local policy and guidance particularly with regard to timescales set out within the process.

10. Involvement of Parents/Carers and the Community

We believe that partnership with parents and carers plays a key role in enabling children with SEND to succeed. Parents and carers hold important information about their child's needs and the best ways of supporting them. They make a valuable contribution to planning provision for their child. All parents and carers of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

The views and wishes of parents/guardians will be sought and taken into consideration regarding all aspects of assessment, provision and intervention. We understand the concern and anxieties parents may feel when they first realise that their child has special educational needs and we will endeavour to be sensitive to their feelings and ensure them that confidentiality will be observed at all times.

The child's teacher has overall responsibility for liaising with the parents of pupils with SEND in his/her class and will offer regular opportunities to discuss the child's special educational needs and their progress with the parent. If parents have concerns about their child and think they may have a special educational need, the teacher will relay their concerns to the school SENDCO who can support them to decide on appropriate way forward.

11. Equal Opportunities

Teachers must ensure that equal opportunities are offered to all children regardless of gender, social or ethnic background, academic abilities or personality.

12. Monitoring arrangements

This policy will be reviewed by the SENDCO every 2 years. The SEND information Report will be reviewed and updated every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

13. Links with other policies and documents

This policy links to our policies on:

- Behaviour and Discipline
- Equality information and objectives
- First Aid and Asthma
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy

14. The local authority local offer

For a broader view of all services and support offered within the borough of Thurrock for children and families with SEN or disabilities, please look at [The Local Offer](#) on the Thurrock Council website and our SEND Information Report

**This Policy was approved by the Pupils, Admissions & Curriculum Committee
on a yearly cycle and reviewed by the Governing Body.
It must be signed by the Chair of Governors and Headteacher.**

<p>Signature of Chair of Governors:</p> <p><i>Sarah Lacey</i></p> <p>17.12.20</p>	<p>Signature of Headteacher:</p> <p><i>Danell-Haynes</i></p> <p>17.12.20</p>
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