



Kingsbury Primary School

Special Educational Needs and Disabilities Policy

Special Educational Needs and Disabilities Co-ordinator: Mrs. Sarah Downes
Governor Responsible for Special Educational Needs and Disabilities: Jan Banks

Kingsbury Primary School Aims and Values

As a learning community, working in partnership, we aim to prepare children to achieve high standards in all that they do now and in the future, enabling them to develop as good citizens.

We do this by:

- providing a rich and positive learning environment and curriculum which inspires creativity and enthusiasm for learning in all
- fostering high aspirations and ambition
- enabling pupils to work independently and collaboratively to achieve successes which they are proud of
- developing learners with high self-esteem, confidence and self-discipline
- making our school a safe and happy community in which we all feel valued and value others and are able to make valuable contributions
- developing understanding and mutual respect of all individuals and groups and their beliefs or views

The following values are central to all that we do within our community.

Respect

Nurture

Honesty

Happiness

Friendship

Confidence

Philosophy

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

Entitlement

Kingsbury Primary School strives to be an inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the LA's admissions policy. The school can offer wheelchair access via the front entrance to accommodate children with physical difficulties, and a disabled toilet. If we admit a child needing wheelchair access we will look at a programme of extending the wheelchair access around school to meet the individual's needs.

Definition of Special Educational Needs and Disability (Code of Practice: 0 to 25, January 2015)

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN. The Code of Practice 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Pupils with SEND usually fall into the following categories:

- Moderate Learning Difficulties
- Specific Learning Difficulties
- Behavioural, Emotional and Social Difficulties
- Speech, Language and Communication difficulties
- Hearing Impairment
- Visual Impairment
- Physical/ Medical Difficulties
- Autistic Spectrum Disorder

These difficulties are divided into four categories:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

Identification and Assessment of Pupils with Special Educational Needs and Disabilities

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Kingsbury Primary has established a six-stage process for the identification, assessment and provision, in accordance with the revised Code of Practice. These stages are:

- Stage 1: The class teacher identifies and consults with the SENDCO in setting up SMART targets for the child (previously IEP)
- Stage 2: The class teacher discuss the child's learning and targets with parents. Targets will be agreed by the class teacher, parent and child in relation to their learning difficulty.

- Stage 3: The class teacher, with support from SENDCO if needed, takes the lead in gathering information and coordinating the provision for the child.
- Stage 4: The teacher and the SENDCO are supported by outside agency involvement if needed.

If needed:

- Stage 5: The LA may consider the need for statutory assessment and may order multi-disciplinary assessment through the Educational Psychologist.
- Stage 6: The LA may issue an Educational Health Care Plan (EHCP).

Organisation of Support and Access to the Curriculum

Kingsbury Primary strives to be an inclusive school engendering a sense of community and belonging through:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- All pupils are taught in classes arranged by age. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities.

The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.
- Differentiated provision within a mixed ability setting.
- Intervention programmes guided by a pupil's needs and a 'Provision Map' that is completed by staff termly
- Curriculum planning which incorporates a variety of learning styles to deliver High Quality Teaching
- Clear guidelines on behaviour with a structured reward and sanction system.

Monitoring and Evaluation

- The SENDCO monitors the movement of children within the SEND system in school.
- The SENDCO is involved in supporting teachers involved in drawing up SMART Targets for children.

- The teachers with SENDCOs support will review children's SMART targets termly to establish 'next steps'.
- The SENDCO, Head Teacher and Deputy Head Teacher hold regular meetings to review the work of the school in this area.

Links with External Agencies

Kingsbury Primary works with external agencies and services including:

- Educational Psychology
- Speech and Language Therapy
- Visually Impaired and Hearing Impaired teams
- Occupational Therapy
- Specialist Teaching Services
- CAMHS

Resources for SEN

The entire Budget for SEND is delegated to the school, including the budget for all mainstream EHCPs. Where this budget does not meet the demands of the needs within the school, the school funds this from its own resources which are not part of the SEND delegated budget. The Head teacher /SENCO and Senior Leadership Team manage the SEND budget. The SEND budget and budgets within other curriculum areas provide the following resources:

- TA support for those children with SEND.
- TA support in class to increase curriculum access and pupil achievement.
- TA support to run intervention programmes.
- SENDCO non-contact time for liaison with external agencies, assessment, record keeping, monitoring and review.
- Attendance of In Service courses by staff to increase Knowledge, Development and Support
- Purchasing specialists assessments for individual children and assessment resources.
- Purchasing a range of books, basic skills resources and materials, IT software to suit pupils of with a variety of needs.

Staffing and the role of the SENDCO

The SENDCO is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- The day to day operation of the school's Special Educational Needs Policy.
- Assisting staff in the identification and assessment of pupils with SEND.
- Advising on classroom and other appropriate strategies.
- Liaising with teachers, support staff and other external agencies.

- Acting as an extra link with parents.
- Maintaining the school's SEND files and records.
- Informing and advising the governors.
- Continuing their professional development in SEND.
- Contributing to staff INSET.
- Managing the budget for SEN in conjunction with the Head teacher.

SEN issues are discussed at staff meetings. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

Agreed by governing body: November 2022

Review Date: November 2023