



Federation of Kymbrook & Thurleigh Primary Schools

*Working in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning.*

Special Educational Needs & Disabilities (SEND) Policy

Enjoyment – Enrichment – Excellence – Equality

FGB Approval	
Review Date	

Table of contents

	Page no.
Definitions	3
Aims	4
Our Vision & Values support SEND pupils	4
Objectives	5
The SEND Team	5
Our Approach to SEND support	7
Supporting Pupil Voice	10
Staff Training on SEND	10
Admissions & Accessibility Arrangements	11
Complaints About SEND Provision	11
Monitoring & Evaluation Arrangements	12
Links with other policies & documents	12
Appendix	13

1. Definitions

1.1 Special educational needs

The Code of Practice (DfE, January 2015) states that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

1.2 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that span across more than 1 area, and their needs may change over time.

AREA OF NEED	
<p>Communication and interaction</p>	<p>Pupils have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall within this category.</p>
<p>Cognition and learning</p>	<p>Pupils usually learn at a slower pace than their peers. A wide range of needs are grouped within this area which include:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Interventions will be designed by the class teacher, supported by the SENDCo as required, for a pupil/pupils to be bespoke and meet the appropriate area(s) of need, at the relevant time. They may be short burst intervention or support that extends for a longer period of time and will be monitored half termly or termly by class teachers and the SENDCo to determine their effectiveness, whether or not they need to continue or if they need to be adjusted.

There are other factors that may impact on progress and attainment that are not considered SEN:

1. Disability
2. Attendance and punctuality
3. Health and Welfare
4. English as an additional language
5. Being in receipt of pupil premium grant
6. Being a 'looked after child'
7. Being a child of a parent serving in the Armed Forces

2. Aims

We strive to ensure that our SEND provision supports all SEND pupils so that they are not at a substantial disadvantage compared with their peers and can engage in the activities of the school alongside pupils who do not have SEND. All SEND pupils have access to a broad, balanced academic and social curriculum, enabling them to be included in all aspects of school life and feel equally valued and fully part of the school community.

Through this approach, we aim to ensure that our SEND pupils become confident individuals realising their full potential and make successful transition to their next phase of education.

The school considers every teacher to be a teacher of every child, including those with special educational needs and disabilities. All teachers are expected to have the highest aspirations and expectations for all pupils, including those with special educational needs.

Through our strong partnership with parents and our pupils we aim to create a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

3. Our vision and values support SEND pupils

Our approach to supporting SEND pupils upholds our vision and mission to work in partnership with families to unlock the potential of every individual. Through this partnership we are stronger in helping children overcome difficulties or barriers to their learning.

Our ethos and values of 'respect, independence, determination, working together, bravery and kindness' are key to creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied so that they can equally nurture a self-belief and a lifelong passion for learning.

4. Objectives

Our Federation is committed to:

- Establish fully inclusive schools, eliminate prejudice and discrimination and create an environment where all children are happy, flourish and feel safe and ready to learn.
- Responding to learners in holistic ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child.
- Work to ensure that staff are identifying a pupil's special educational needs at the earliest point and then promptly making effective provision as this is known to improve long term outcomes.
- Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
- Work in close partnership with a range of specialist agencies to enable access to effective, targeted support.
- Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
- A qualified Special Needs Coordinator(s) has responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care (EHC) plans.
- For those staff new to the teaching or support role, we are committed to ensuring that staff have the required support and training, including statutory training.

5. The SEND Team

Within our Federation, our SEND team is composed of:

- Every class teacher
- SENDCo
- SEND Lead Governor
- Headteacher
- SLT

5.1 The role of SENDCo

The SENDCO in the Federation (across both Kymbrook & Thurleigh schools) is **Sheri Morgan** who is a qualified classroom teacher and has been accredited the **National Award for SEN Co-ordination**.

The SENDCo role is to:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the Federation
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 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 with EHC plans
- Regularly communicate with parents of pupils identified with SEND needs and discuss provisions made
- Advise on the graduated approach to providing SEND support and teaching methods appropriate for individual pupils

5.2 The governing board

The Federation Governing Board will monitor the SEND provision to ensure that it meets with legislative requirements and follows the aims and procedures as set out in this policy. The SEND Lead Governor is **Bev Strange**.

The **SEND Lead Governor** works as a 'critical friend' of the SENCO and through half termly reviews and learning walks will:

- contribute to the strategic development of the Federation's SEND policy and provision
- monitor the quality and effectiveness of the Federation's arrangements for SEND and disability across both schools
- regularly report on SEND matters at governing board meetings to ensure that the Governing Board is kept informed of how the schools are meeting the statutory requirements

5.3 The Executive Headteacher

- has overall responsibility for the provision for pupils with SEND and their progress
- works with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- is responsible for monitoring the Federation's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- in liaison with the SENDCO, ensures specific training needs regarding SEND are part of CPD for staff
- in liaison with the SENDCO, regularly reviews and evaluates the breadth and impact of the SEND support the school offers or can access, and co-operates with the LA in reviewing the provision that is available locally and in developing the local offer
- will ensure that the SENCO has sufficient time and resources to carry out their functions. This will include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

5.4 Class teachers are responsible for:

- Adapting the curriculum to ensure it is accessible by SEND pupils
- Planning and providing high-quality teaching that is differentiated to meet pupil needs
- The progress and development of every pupil in their class
- Working closely with teaching assistants to plan and assess the impact of support and interventions
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision taking into consideration any views of the pupil and parents
- Regularly communicating with parents to discuss any concerns and agree intended outcomes
- The activities within a learning environment to support SEND children achieving the highest possible outcomes

5.5 Parents/carers

Parents of SEND pupils have the responsibility of informing their child's class teacher of any concerns they may have about their child's progress or development. They have the opportunity to discuss and review the provision in place for their child at termly meetings with the class teacher and SENDCO.

Parents are also asked to provide information about the impact of SEND support outside school, inform class teachers of any changes in the pupil's needs and agree to outcomes set for their child.

5.6 The pupil

Pupils are actively encouraged to participate in discussions and decisions about the SEND support they receive. This includes encouraging them to:

- Explain what their strengths and difficulties are
- Contribute to setting targets
- Give feedback on the effectiveness of interventions provided for them
- Attend review meetings

6. Our approach to SEND support

6.1 Working in partnership with pupils and parents

Pupils and their parents are at the heart of all decisions we make about special educational provision as parents hold key information and have a critical role to play in their children's education.

At a very early stage in identifying whether a pupil needs special education provision, we initiate early discussions with the pupil and their parents. The purpose of these discussions is to ensure:

- Everyone develops a good understanding of the pupil's areas of strength and difficulties
- An opportunity for parents to express any concerns for the school to consider
- Outcomes set for the pupil are understood and agreed
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. Where it is decided that a pupil receives special educational provision, the parents are notified in writing.

6.2 The graduated approach to SEND support

1. Assess - identifying pupils with SEND and assessing their needs

The pupil's class teacher and the SENDCO will carry out an analysis of the pupil's needs and seek advice from external support services if deemed necessary.

The class teacher and/or SENDCo will contact parents to discuss findings from the assessment and seek their views as well as those of the pupil (where age appropriate).

Class teachers also regularly assess the progress and attainment of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

It should be noted that slow progress and/or low attainment does not automatically mean a pupil has SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff also take particular care in identifying and assessing SEND for pupils whose first language is not English.

The assessment will be reviewed termly or half termly as appropriate, to ensure the support in place is matched to the pupil's need. For many pupils, the most reliable method to identify need is for the class teacher and SENDCo to observe how the child responds to an intervention and track whether the pupil is making any progress.

For new pupils joining our schools, we assess their current skills and levels of attainment when they start at the school. We also use information from previous settings where appropriate, to help our assessment. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, quality first teaching *. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

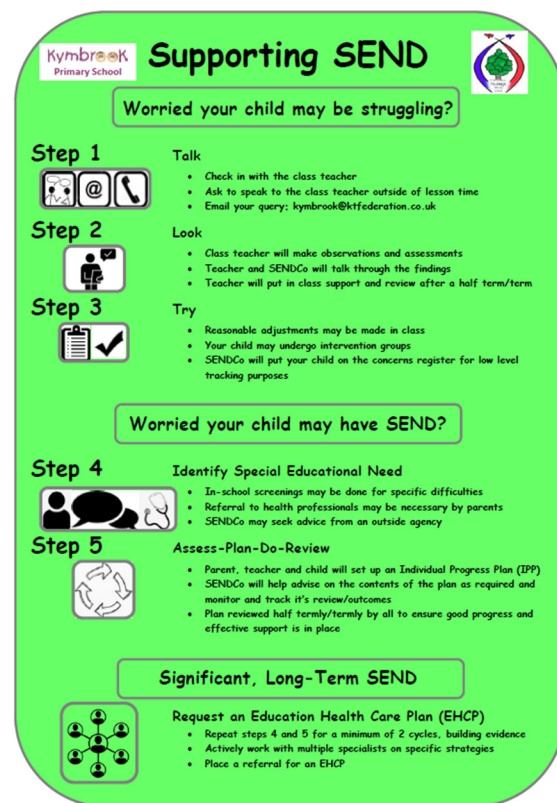
We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We take immediate action to remove any barriers to all pupil's learning, therefore, once a pupil has been identified as having SEND effective special educational provision is put in place. This support is delivered through successive rounds of a 4-part cycle known as the graduated approach.

2. Plan

In consultation with the parents and the pupil, the teacher, supported by the SENDCo where needed, decide on which adjustments, interventions and support will be put into place. Collectively, we agree on the expected outcomes and set a date for termly/half termly review.

All staff who work with the pupil will be made aware of the pupil's needs, the agreed outcomes, the support provided and any teaching strategies or approaches that are needed specifically to meet the pupil's needs. This information will be recorded on our management information system and made accessible to staff via an Individual Progress Plan (IPP).



Parents will be fully aware of the planned support and interventions in school and may be asked to reinforce or contribute to progress at home. They will receive copies of all paperwork relevant to their child in this process.

3. Do

The pupil's class teacher retains overall responsibility for SEND pupils' progress. It is expected that the class teacher will adapt the curriculum where necessary to ensure it is accessible for all pupils, including SEND pupils so that they remain engaged with the current learning taking place.

The class teacher works closely with teaching assistants or specialist staff in planning interventions and assessing their impact on the overall progress the SEND pupil is making.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed on the agreed review date. This evaluation is based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching and support staff who work with the pupil

The class teacher and SENDCO will redefine the outcomes and review support in response to the pupil's progress and development and from feedback provided by the pupil and their parents.

Parents also receive an annual report on the pupil's progress.

6.3 Levels of support

School-based SEND provision (SEN Support – code K)

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils' needs can be met by the school through the graduated approach and the provision is funded through the school's notional SEND budget.

Where the pupil's needs cannot be adequately met with in-house expertise, consideration will be given to the involvement of an external specialist at the appropriate point in the graduated response.

Education, health and care (EHC) plan (EHCP – code E)

Pupils needing more support than that provided through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The SENDCO may apply for high-level needs funding from the Local Authority to recuperate the additional cost of meeting the child's needs. This additional funding can contribute towards purchase of resources, training and Teaching Assistants.

* Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes adapted learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others. (from Third Space Learning Website)

6.4. Links with external professional agencies

Whenever necessary, the SENDCO will contact or make referrals to external support services and organisations working on behalf of children with SEND such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

6.5 Monitoring and Evaluating the effectiveness of SEND provision

The SENDCo evaluates the effectiveness of our SEND provision through the following methods:

- Review and track pupils' progress using provision mapping at pupil progress meetings
- Include pupil and parental voice through surveys and at review meetings
- Review EHC plans annually
- Review each cycle of the graduated approach
- Regular discussion with the SEND Lead Governor in reviewing current practice

7. Supporting Pupil Voice

Wherever possible and in an age-appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress as fully as possible in making decisions about future support and provision. Pupils' views are recorded and shared through 'One Page Profiles', 'What I feel' questionnaire or the 'Pupil Voice' section of the IPPs. These can be completed with parents at home, through discussion with staff at school or independently by the pupil where appropriate.

Pupils are also provided with additional support to contribute as fully as possible when:

- Planning in additional support for pupils at key time; e.g. when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of their education.
- We undertake their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCOs and / or SEND Governor, considering any adjustments that need to be made from feedback.

8. Staff training on SEND

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Courses and training is matched to the identified primary needs within the school, responsive to whole school trends and specific needs for complex children.

Training needs of staff are identified through the school's self-evaluation appraisal processes.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place for SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO, **Sheri Morgan**, will attend SENCO Network meetings, SEND Forums run by SEND Services and undertake training to keep up to date with local and national updates in SEND.

9. Admission and accessibility arrangements

9.1 Admission arrangements

Both schools in our Federation will admit pupils according to the current admissions policy for each school. The Governing Board will not automatically refuse admission to a child with previously identified needs, unless on further assessment their needs cannot be met without making unreasonable alterations or that their inclusion would be incompatible with the education of other children.

9.2 Accessibility arrangements

The Federation's Accessibility Plan (based on principles underpinning the Equality Act 2010) outlines our schools' intent to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan specifically relates to:

- adapting the curriculum to allow participation of disabled pupils
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils

10. Complaints about SEND provision

Parents should raise any concern with the SEND provision for their child with the class teacher in the first instance. The class teacher will endeavour to resolve the issue at this informal stage and may involve the SENDCo if necessary to help resolve the matter.

If at this informal stage parents are not satisfied that the matter has been resolved, then parents should raise a formal complaint directly to the Headteacher who will follow the process as outlined in the Federation's Complaints Policy.

Parents can seek advice from IPSEA (Independent Provider of Special Education Advice) at <https://www.ipsea.org.uk> or SENDIASS (SEND Independent Advice & Support Service) at 01234 276267 or by emailing sendiass@bedford.gov.uk.

If the parent is not satisfied with the school's response at the formal stage, they can escalate the complaint as outlined in the [SEN Code of Practice](#) (pages 246 and 247).

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of SEND provision

We will evaluate how effective our SEND provision is with regards to:

- Level of awareness by all staff of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

11.2 Review of policy

This policy will be reviewed by the SENDCO or Headteacher **every year** and will be updated to take account of:

- Changes to the SEND Code of Practice or new advice or guidance issued by the DfE
- Improved practice following feedback from pupils and parents involved in the SEND provision
- Evaluation of Individual and group programmes
- Monitoring of class provision mapping

11.3 SEN information report

The schools publish a SEN Information Report on their websites, which sets out how this policy is implemented in the school.

The information report will be updated annually after any changes to the information it contains.

12. Links with other policies and documents

This policy links to the following policies and documents:

- SEN information report
- The local offer
- Accessibility plan
- Positive Behaviour policy
- Equality Information and Objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Federation Complaints policy
- SEN Code of Practice

Appendix 1 - Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs