



Milton Keynes Education Trust

Kents Hill School

Special Educational Needs and Disabilities Policy

July 2017

Next Review: July 2018

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Some information in this policy has been taken from the 'Special Educational Needs and Disability Code of Practice 0-25 years 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Section 1

Key Roles and Responsibilities

SENCO

The SENCO has day-to-day responsibility for the operation of the SEND policy and, alongside the class teacher, co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018). The SENCO is a member of the leadership team and one of the designated Safeguarding Leads.

The SENCO is Sharon Pace 01908 240038

SEN Governor

The SEN Governor is **Jan Brown**. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

Designated Child Protection Officer

The head teacher, Linda Coveney, has specific responsibility for safeguarding and is the Designated Child Protection Officer (DCPO). The Deputy Head, Simon Bolger is also a Designated Safeguarding Lead (DSL) along with Sharon Pace.

An interim structure will be in place from September 2017. The executive Head will be Jane Edwards and head of school will be Simon Bolger. Simon Bolger will have responsibility for safeguarding and will be the DCPO. From July 2017, Debbie Castle the School Business Manager, will also be a DSL.

Section 2

Special Educational Needs and Disability (SEND) Aims

At Kents Hill School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school community. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Kents Hill School has due regard to and complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2014) and the Disability Discrimination Act 2005. This policy needs to be read in conjunction with the *Equalities and Diversities Policy*. This school does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum.

In providing for those pupils defined as having Special Educational Needs and Disabilities (SEND), at Kents Hill we aim to ensure that:

- a. All pupils are valued equally
- b. All pupils make progress
- c. All pupils' needs are met

- d. All pupils have access to a broad and balanced curriculum
- e. Special Educational Needs are identified and assessed as early as possible
- f. We work proactively with relevant outside agencies, including Social Services, parent support groups, psychologists and medical services, in identifying and meeting the needs of the children with Special Educational Needs
- g. We maintain and develop a range of expertise within the school
- h. We monitor, review and evaluate the SEND policy and provision annually
- i. We work in close partnership with parents/carers and children

The school's objectives:

1. To identify and provide for pupils who have special educational needs and any other additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator who will work with the SEND Policy.
5. To provide support and advice for all staff working with special educational needs pupils

Section 3

Identifying Special Education Needs

Special educational needs (SEN) – Taken from SEND Code of Practice, 2014

- A child or young person has SEND 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:
 1. has a significantly greater difficulty in learning than the majority of others of the same age, or
 2. 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 or mainstream post-16 institutions

At Kents Hill School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person, but also the child's emotional well-being.

Within the new Code of Practice, SEND is categorised into 4 areas of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to identify what action we as a school need to take - not to fit a pupil into a category.

The Four Broad Categories of Need:

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in one, or more of the following four broad areas of need and support:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and / or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Within the demographics of Kents Hill School, we consider the variables that are not considered to be SEND but which may impact upon a pupils' level of progress and subsequent attainment. Below are examples of other factors which may impact upon a child at any point in their life at school and beyond:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

It must be noted that identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we as a school will be able to recognise and identify clearly as we will know the child/young person well.

At Kents Hill School, teachers' follow the Early Identification process as outlined in **Appendix 1**.

Section 4:

A Graduated Approach to SEND Support

At Kents Hill School we use the 'Good Practise Guidance for ALL learners through the graduated response' developed by Milton Keynes SEND team. This can be viewed on-line at <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer/education/information-for-schools-and-settings>

The Graduated Approach can be seen as encompassing three levels of provision and support:

- **Quality First Teaching** can be seen as underpinning all provision and support. Quality First Teaching is evidenced as the most important factor for determining the effectiveness of intervention and attainment for the child with SEND.
- **Targeted Provision** and support will be used where a child, despite quality first teaching, is not making the progress expected. Intervention will be developed to help the child 'catch up and keep up,' targeted provision will focus on the areas of need relevant to the child and may encompass support with behaviour and/or attendance.
- **Personalised Provision** and support will be used, where, despite quality first teaching and targeted intervention, the child is not making the progress expected. Provision and support at this level will include advice from external agencies and children with the highest level of need will also have an Individual Educational Health and Care Plan (EHC).

High quality teaching, differentiated for individual pupils, is the first step in responding to the pupils at Kents Hill School who have or may have SEND.

How will we support a child who has been identified as having SEND?

At Kents Hill School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. We are aware however, that children in EYFS, including Nursery, are very young and come to school with very different experiences. Children must be given time to settle into their new environment and become used to the routines and expectations of school life. During their first term, many of the teacher's initial concerns about a child may be resolved as they become used to the school situation. This procedure is also followed when children transfer from another school where no SEND have been identified and concern is expressed by the new class teacher at Kents Hill. This allows for the settling in period, previously explained, before further action is taken.

If a child is identified as having a Special Educational Need after a Baseline Assessment, the school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriately differentiated curriculum for the child.

- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Provide learning situations that support the child's needs, either in a large group, small group or on an individual basis.
- Use Curriculum and Baseline Assessment procedures to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that on-going observation and assessments provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning.
- Involve parents in developing and implementing a joint approach at home and in school.

Provision of pupils with SEND is a matter for the school as a whole. Each class teacher is responsible for the early identification of children that they have concerns about. The class teacher must follow the 'Early Identification' Process (Appendix 1). The Governing Body, Head Teacher and SENCO are all responsible for making sure the SEND policy is implemented and all SEND children receive the support they need. Governors are responsible for monitoring the effectiveness of the provision that is put in place for pupils identified with SEND.

Kents Hill School's provision map (*To follow in autumn term 2017*) shows the range of interventions in place in our school which may be used when we identify a need for additional support. When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for Special Educational Needs or Disabilities (SEND) outcomes will be created detailing the exact support the pupil will receive using the 'Graduated Approach'. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

Nature of Intervention

The child's class teacher, with support from the SENCO, will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to Local Authority (LA) support services for one-off or occasional advice on strategies or equipment

Early Identification

At Kents Hill School, children are identified as having SEND through a variety of ways, including:

- Liaison with your child's previous school /early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or the school's SENCO
- Issues raised as a result of poor self-esteem identified and /or behavioural concerns which are affecting performance
- Liaison with external professional bodies (e.g. speech and language therapist)
- Medical diagnosis.

All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age, with differentiation and access to specialist resources as required. All teachers in their planning and Quality First Teaching strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCO, 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, including the use of ICT. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Code of Practise – Triggers SEND Support – (Targeted)

The triggers for intervention through SEND Support (Targeted) could be the teacher's or others' concerns. When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to, from those provided as part of the school's usual differentiated curriculum. This will be called **SEND Support (Targeted)**. The triggers for intervention through SEND Support (Targeted) will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities

1. Makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness, and shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum area.
2. Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
3. Has sensory or physical problems, communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum and/or specialist equipment.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning, delivering or overseeing the delivery and reviewing an intervention programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Code of Practice Triggers SEND Support – (Personalised)

The triggers for SEND Support (Personalised) could be that, despite receiving an individual programme and/or concentrated support under SEND Support (Targeted), the child:

- a. Continues to make little or no progress in specific areas over an extended period.
- b. Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- c. Continues to have difficulty in developing literacy and mathematical skills.
- d. Has emotional or behavioural difficulties that interfere, substantially and regularly, with the child's own learning, or that of the class group, despite having Targeted provision.
- e. Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service.
- f. Have continuing communication or interaction difficulties that have impeded the development of social relationships and caused substantial barriers to learning.
- g. Has been subject to a serious incident or illness that has led to injury or severe emotional distress that now requires significant additional support.

SEND Support (Personalised) is the next stage in the SEND support and assessment process, when external services become involved. The school or parents approach specialist consultants. These consultants usually see the child in school, if that is practicable, so that they can give advice to teachers on new interventions with fresh targets and accompanying strategies. The support could include assessment and writing reports or advice as well. The kinds of advice and support vary according to the needs of the child.

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's intervention support. At a targeted level, external support services, will usually see the child so that they can advise teachers with fresh targets for the new Additional Need Plan (ANP) **Appendix 2** and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The

resulting interventions support for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the child's ANP continues to be the responsibility of the class teacher.

English as an Additional Language

Children with EAL are defined as having a language other than English spoken at home. Provision for all children with English as an Additional Language is provided by the class teacher in conjunction with the learning support team. Visual cues will be used accordingly to allow the EAL child to access the curriculum at a level that is relevant to their individual needs.

The class teacher, through quality first teaching, is responsible for supporting EAL children. If they feel that an EAL child requires more support, they will implement Targeted support using the graduated approach. At this stage the SENCO will be made aware of the class teacher's concerns.

Newly arrived EAL children

Newly arrived EAL children will receive support from a buddy in class and from the class teacher and member of the learning support team to enable them to become familiar with class and school routines in the initial phase. From the parental and child interview which takes place with the Headteacher, to the time the child enters the class, there is a period of up to a week - to allow the class teacher to prepare any first language resources and pictures of that child's home to display around the classroom in order to allow the child to settle to a new environment.

Section 5

Individual Educational Healthcare Plans and Funding

The Special Educational Needs of the majority of the children at Kents Hill School should be met effectively through the SEND Support – Targeted or Personalised levels. However, in a small number of cases, where the child remains a significant cause for concern after intervention in the Specialist level of support, we will make an application to the Local Authority (LA) for an Educational Healthcare Plan (EHCP).

Statutory assessment constitutes consideration by the LA working co-operatively with parents, the child's school and as appropriate, other agencies, to decide whether an EHCP is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies.

School request for an Educational Healthcare Plan

The Local Authority will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through Targeted and Specialist levels of support.

This information may include:

- Individual ANP for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum attainment in literacy and mathematics or EYFS attainment in all areas.
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist.
- Views of the parents and of the child involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

Educational Healthcare Plans involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHCP assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent, or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Educational Healthcare Plan.

Formal Assessment – Top up Funding and Educational Health Care Plans

The documentation required for any means of formal assessments is the responsibility of the SENCO. For such applications, the SENCO will request a range of information, outcomes, evidence and reviews from the parents, class teachers and other agencies. The SENCO will then attend a panel meeting to discuss the child's needs and apply for top-up funding.

Conversion of Statements to Educational Health Care Plans

Over the next two years, Milton Keynes Council will be converting all statements to Educational Health Care Plans. It is the responsibility of the SENCO to liaise with the school's SEN Caseworker, to complete the relevant paperwork and keep to the timelines set by the council. The Local Authority's priority focus is that of children in years 2 and 6 in the first instance.

Whilst the conversion process is taking place annual reviews will remain. The SENCO, class teacher, parents and any external agencies involved, will meet to discuss the child's progress and identify areas of need. They will then amend the statement to reflect these areas of need. The SENCO will complete all relevant documentation and send this to the Local Authority, within the correct timeline.

Educational Health Care Plans

Education, Health and Care Plans are designed to support children and young people with long term and complex needs that are impacting on their ability to access learning and develop independence.

The guidelines for requesting an EHCP assessment reflect the four main areas of need, outlined in the 2014 Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or physical needs

The guidelines ask those requesting an EHCP Needs Assessment for a child or young person to submit evidence not only about the child/young person's needs but also about the following:

- Interventions and support that has been put in place by the child or young person's setting.
- How progress has been monitored and interventions reviewed.
- Information on how the difficulties impact the child or young person's ability to learn and develop independence.
- What advice has been sought and acted on from external agencies.

The SENCO is responsible for completing the EHCP Needs assessment process and must consult the parents about starting the process and help them understand the process and what this means for their child.

The SENCO must make sure they complete the paperwork needed within each timeline set **See Appendix 3** and arrange relevant meetings with relevant professionals.

The time taken from the point Milton Keynes Council receives the paperwork to the final EHCP being issued is no more than 20 weeks. The SEN team are required to inform the school and parents within 6 weeks - as to whether they will carry out the assessment.

Once the EHC plan has been finalised, it is the responsibility of the SENCO and class teacher to implement the targets for the child. Regular monitoring will take place of the child's needs through Pupil Progress Meetings, Achievement Team meetings, relevant intervention programmes and discussions with support staff, parents and the child.

The EHC plan will be reviewed annually and the SENCO will co-ordinate this meeting with all relevant parties – ensuring all relevant paperwork is completed.

If the assessment is not successful, a letter will be sent to school and parents explaining the reasons why an EHC will not be pursued. A 'Way Forward Meeting' will be arranged within three weeks of the final decision where recommendations will be provided for the school to further support the child – including provision and strategies which are needed to be put into place to further support the child. The SENCO and class teacher will be responsible for implementing the recommendations.

Section 6: Managing Pupils' Needs on the SEN Central Record

At Kents Hill School, we categorise level of need as Targeted or Personalised support. Our school provision map shows the range of interventions in place in our school, as well as the quality first teaching strategies, which may be used when we identify a need for additional support. When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), personalised targets on an Additional Needs Plan (ANP) will be created, detailing the exact support the pupil will receive i.e. In-class, small group or 1:1 interventions. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

Additional Needs Plans

All children on the Special Educational Needs Central Record at the Targeted and Personalised stage are entitled to an SEND Tracker. It is the responsibility of the child's class teacher to draw up and review the plan. The SENCO should have been informed and consulted at this stage.

Strategies employed to enable the child to make progress should include information about the short-term targets set for the child, the teaching strategies to be used, the provision to be put in place, the review date, success and/or exit criteria and outcomes (recorded at the review).

The ANP should only record what is different from, or additional to, the differentiated curriculum. It should focus on two or three outcomes that match the child's needs. These outcomes should be achievable and measurable so it can be clearly judged if the child has met them or not. Children with ANPs are discussed as part of termly pupil progress meetings where successes are shared alongside identifying where children are struggling and what can be put in place to further support them. The class teacher and SENCO will discuss any concerns following these meetings.

Intervention Reviews

ANPs should be reviewed when necessary, depending on specific children and their needs. However a review meeting should be at least termly. Parents/ carers are invited to the review meeting and their views on the child's progress sought. ANPs and reviews are signed by parents three times a year. The purpose of the reviews is to identify targets achieved; the clear outcomes that have been achieved within the agreed time frame and how the child needs to be supported next. Teachers are responsible and accountable for the maintaining of up to date SEND records.

Criteria for exiting the SEND central record

At Kents Hill School, all children are tracked and progress identified. As a result of this tracking, the SENCO, in consultation with other members of the Senior Leadership Team, will discuss progress made and changes required to the school's SEND central record, including removing children. Parents will be informed if and when their child is removed from the SEND central record.

Section 7: Supporting Pupils and Families

Parents can access the School's SEND Information Report via our website, which details how we support pupils and families as well as outlining the external agencies we work closely with. The SEND information Report also has links to the Local Authority website with further information.

Partnership with pupils

All SEND pupils need to know they are listened to and that their views are valued. Where appropriate children should be enabled to and encouraged to participate in all decision-making processes that occur in education including:

- Contributing to ANPs.
- Contributing to the assessment of their needs.
- Contributing to the annual review (if deemed age appropriate).

Partnership with Parents/Carers

When a child is in care, the carers have the same rights and responsibilities as parents. We value and accept the positive role and contribution that our parents/carers can make. We make every effort to work in full collaboration with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

Both parents and teachers can request meetings to speak to each other about pupil progress. Parents are encouraged to speak to teachers about any concerns they have and appointments can be made at a mutually convenient time.

At Kents Hill School, we endeavour to support parents so that they are able to:

- a. Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- b. Have knowledge of their child's entitlement within the SEND framework.
- c. Understand procedures and documentation relating to their child's level of SEND.
- d. Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Section 8: Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age (in some instances children may be taught a year below their chronological age as agreed by all parties involved). All teachers in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCO, 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, including the use of ICT. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference and SEND is represented on the school's Leadership Team. The school and teachers regularly review issues related to pupils with SEND to include classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. Children are supported in a variety of different ways as appropriate to their needs, which include individual support, in small groups and in class. This support is monitored regularly and reviewed as necessary. Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties. Withdrawal sessions are timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum, actively seeking to ensure curriculum needs are met.

Access to the Wider Curriculum

In addition to the statutory curriculum, the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities/ clubs etc. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities

Admissions Arrangements

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. Admission arrangements are also detailed within the school's website.

Access Arrangements

Through the school's robust assessment and monitoring, we are able to identify when and where children may require support when accessing tests at any level. The SENCO works closely with the MKET Educational Psychologist, where necessary, in administering benchmark tests which will inform them of any additional support needed for KS1 SATs.

Section 9: Supporting Pupils at School with Medical Conditions

At Kents Hill School we fully recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

We recognise that some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Children with specific medical conditions have Individual Healthcare Plans written in collaboration with parents and medical professionals where deemed appropriate e.g. Diabetes, Sickle Cell Nurses to name but a few. Specific staff receive regular training regarding more severe level of medical need and they are also made aware (as are all staff) of those children who carry Individual Healthcare Plans.

Section 10: Monitoring and Evaluation of SEND

The school's system for observing and assessing the progress of individual children (SEND and non-SEND children) will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills demonstrates improvements in the child's behaviour.

Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting of learning targets and contributing to ANPs. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys
- Pupil set targets

Section 11: Training and Resources

SEND is funded by the LA and goes into the school's central budget. The school may receive additional funding through top up funding or if a child has a statement of SEND or an EHCP. The SENCO identifies needs of staff after consulting with members of the Senior Leadership Team as well as with school staff. Audits are used to support staff in identifying their additional needs and the results are used to determine training.

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. We regularly invest time and money in training our staff to improve quality first teaching for all students. Learning Support Assistants (LSAs) receive additional training so that they can deliver targeted and personalised support where appropriate. All our teachers hold qualified teacher status and all staff members, including LSAs receive regular training to best support our pupils with SEND, for example in Dyslexia, Autism, Speech and Language needs.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Section 12: Roles and Responsibilities

Whole School Staff

Provision of pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities. All staff should be involved in the development and implementation of the school's SEND policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are responsible for the needs of the children in their class. They will follow the early identification process for any child they have concerns for, Complete FACTs, liaise with the parents and complete the Assess, Plan, Do Review process for target setting. Class teachers are responsible for the collection of any additional information for the SENCO and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress. The school's provision map supports this process and this is used by the class teacher to indicate which children in their class are receiving targeted and personalised provision.

Class teachers are responsible for developing timetables for LSAs and liaising with LSAs to discuss the progress of groups or individuals and to make sure evidence is recorded at regular intervals and children's SEND files are kept up to date. Including entry and exit data for interventions.

Learning Support Assistants who have specific responsibilities to support children with special needs as identified on a statutory assessment have appropriate responsibility for the child's specific needs during their time with that child. Such Learning Support Assistants are responsible for implementing the plan agreed by the class teacher and SENCO. They are responsible for keeping up to date evidence of progress towards specific outcomes.

The Governing Body

The Governing Body, with the Headteacher and staff at Kents Hill School have agreed the procedures for meeting the needs of those pupils with Special Educational Needs and Disability, with or without a Statement/EHCP.

The SEND Governor roles and responsibilities include:

- Have a clear working knowledge of the SEND Code of Practice
- Be aware of their school's systems for SEND provision
- Build a good working relationship with the school's special educational needs co-ordinator (SENCO)
- Helping to raise awareness of SEN issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN

- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEND Policy and Information Report.

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and also work closely with the SENCO.

The SENCO

The SENCO plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

The SENCO takes day to day responsibility for the operation of the SEND policy and oversees the provision for individual children, working closely with staff, parents, carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high quality teaching and learning for the children with SEND.

The SENCO collaborates with the whole school staff to develop and maintain provision mapping for the whole school and key stages. They work closely with the assessment coordinator to identify children who may need additional support.

The SENCO develops effective ways of overcoming barriers to learning and helps develop sustained effective teaching, through analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by supporting the setting of outcomes for the children.

At Kents Hill School, the principle responsibilities for the SENCO include:

- a. Overseeing the day to day operation of the SEND Policy.
- b. Co-ordinating provision for some groups or individuals.
- c. Liaising with, and advising teachers.
- d. Managing specific Learning Support Assistants.
- e. Overseeing the records of all children with SEND.
- f. The administration of reviews, outcomes and the SEND register.
- g. Liaising with parents of children with SEND.
- h. Contributing to the CPD of all staff.
- i. Liaising with external agencies.
- j. Monitoring the implementation of the school's provision map.
- k. Liaising with the SEND Governor on a regular basis.
- l. Buying resources that match the needs of specific children.
- m. Ensuring that effective transition arrangements are in place for children with SEND.

Section 13: Storing and Managing Information

All pupil records are kept in the SENCO's office and electronic folders are saved on the school's secure network. When children leave Kents Hill School, the office staff manages the transfer of records from their central point which enables SEND records to be part of this transfer of paperwork.

Section 15: Accessibility Plan

The school has developed its Accessibility Plan following the completion of its accessibility audit. Individual children with specific medical needs have an Individual Healthcare Plan that is completed alongside parents and reviewed 3 times a year or earlier if needed.

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. Disabled toilets on the ground floor enable wheelchair access for changing as well as for personal care.

We monitor the languages spoken by families in our settings and make use of EAL support within MKET. We also endeavour to arrange for a translator to attend meetings when necessary.

Section 16: Dealing with complaints

The complaints procedure and related documents can be found on the school's website: www.kentshillschool.org.uk

	Step	Actions
Teacher, LSA or Parent has concerns about a child's progress, communication or behaviour.	1	Class teacher identifies an area to focus on and then looks at which Quality First Teaching (QFT) strategies can be used to support the child. They review in three weeks.
Child has not made progress with QFT strategies.	2	Class Teacher completes a FACT within 1 week
	3	Class teacher meets with parents to discuss and links FACT with parent's views.
	4	Class teacher set outcomes for the child using QFT and Targeted intervention and <u>set review date</u> . This intervention must be recorded on the provision map and an ANP written.-This must start within 6 weeks of step 1 and be shared with parents. ----- ----- Entry data must be collected and recorded alongside how often the intervention takes place and by whom. Exit data must be recorded at the end of the targeted provision and used to review progress
The child has not made progress or insufficient progress...	5	Class teacher to look at QFT, provision map, outcomes, FACT and set outcomes for the child over a shorter time scale with the potential of some Personalised provision. Inform parents and SENCO. The child should be placed on SEND register. This should be another 4-6 week block depending on the need of the child and the outcomes set.

...or if the child made progress in step 4 using targeted intervention.	5	Continue to set outcomes using QFT and targeted interventions to support the child to make progress, narrow the gap and catch up. Inform parents of the progress.
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Name:	D.O.B:	Year group:	Class:
ANP no: Fact Targets Yes/No	Date targets set:	Date of review:	Category of primary need: S&P/ C&L / C&I / S,E & MH

Discussion notes:	<p>The school, parents and the child can offer responses to the following prompts:</p> <ul style="list-style-type: none"> - Concerns about learning/progress from school, parent & child - Identify challenges/barriers to learning - What information did the FACT/ FACT+ give us? - What support has been put in place so far? Was this support successful? - Have any external specialists been involved – if so, who?
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Baseline (What can the child do and what do they find challenging in relation to this?) Descriptors or area of concern.	Outcome(s) - What are we trying to achieve?	How will we know this has been achieved? (Success Criteria)	Have we achieved the outcome(s) and how do we know?	Additional comments
	1.			
	Target from external agency <input type="checkbox"/>			
	2.			
	Target from external agency <input type="checkbox"/>			
	3.			
	Target from external agency <input type="checkbox"/>			

Parents Signature of reviewed targets: _____ Date: _____

**Which strategies will be used to achieve the outcomes?
map**

Link these to your class/year group provision

Quality First Teaching:

- 1.
- 2.
- 3.

Targeted provision:

- 1.
- 2.
- 3.

Personalised Provision:

- 1.
- 2.
- 3.

Next steps

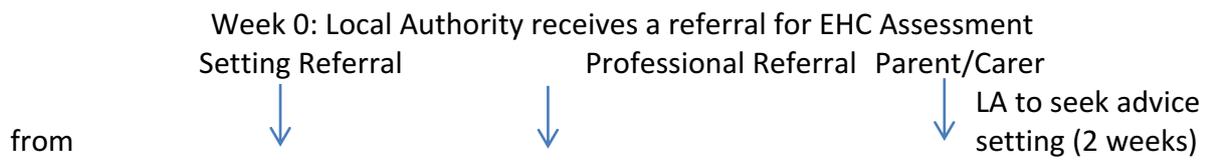
Parents Signature _____

Copy to: Child & parents

SENCO

Class Inclusion Folder

Education, Health and Care Plan Timeline:



Inclusion & EHC Panel

Week 4: Decision to say Yes or No to start EHC Assessment.
 (Book 13 week planning meeting
 Book 14 week provision meeting)



Request advice from professionals Within 3 Weeks Way forward meeting
 6 weeks to seek advice

Week 10: All advice received from Parent/Carer and Professionals

Inclusion & EHC Panel

Week 11: Decision to issue **Draft EHC Plan**



Week 12: Draft EHC plan sent to parents

No to EHC Plan letter to parents. A way forward meeting will be arranged within 3 weeks

• Week 13: Planning meeting

- Discuss Draft EHC Plan
- Clarify provision parents would like
- Gain parents' school preference
- Week 15: Send Proposed EHC Plan to all
- Parents have 15 days to respond to content and confirm preference
- Week 17: Application to placement *
- Allow setting to have 15 days to respond to application
- Week 20: **Final EHC Plan sent to all**
- Week 28: Post EHC Plan meeting (the setting arrange this meeting)

(Milton Keynes – Education, Health and Care Plans – a guide to document 2014)