



# **Special Educational Needs & Disabilities Policy**

Approved by the  
Local Governing Body  
Autumn 2023

Next review  
Autumn 2024



## Kenley Primary School

### Policy for Special Educational Needs and Disability (SEND)

**SENDCo**                      **Miss Jessica Booth**  
**Principal:**                **Mrs Jacki Keogh**  
**SEND Governor:**       **Mrs Ann Jones**

This Special Educational Needs and Disability Policy is a statement of aims, definition, and strategies for: identification, provision and evaluation of Kenley Primary School's ability to efficiently produce good outcomes for children with SEND. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This Policy submits to the requirements set out in the New Code of Practice for SEND, September 2014 and the definition of disability and duties established by the Equality Act, October 2010.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.

Our SENDCO is Miss Jessica Booth. She can be contacted via email or through the school office

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Miss Booth is a qualified teacher and has achieved the National Award in Special Educational Needs Coordination.



## 1. **Aims of this policy**

Kenley Primary School operates an equal opportunities policy for children with special educational needs and disabilities to be afforded the same rights as other children.

### **The school aims to:**

- ✓ To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- ✓ Identify at the earliest opportunity all children who require additional support due to special needs and disability.
- ✓ Form a developing partnership between staff and parents/carers/pupils to elicit and share relevant information, decision making and planning.
- ✓ Provide a range of appropriate approaches and resources for access to a broad National Curriculum and achieve high expectations and targets.
- ✓ Find solutions and make necessary and reasonable adjustments to include SEND children in all school activities as far as is practicable.
- ✓ To work in close partnership with parents/carers, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- ✓ Regularly review and develop its ability to effectively and efficiently identify and make provision for children with SEND, including the analysis of SEND provision in an annual report for publication on the school's website.
- ✓ To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued professional development
- ✓ To promote independence and resilience in pupils with SEND so that they are well prepared for transition to further Key Stages of education and adulthood.

### **Definitions**

2.1 A pupil has Special Educational Needs (SEND) where their learning difficulty or disability calls for special educational provision, that is, provision different from or additional to that normally available to pupils of the same age.

2.2 A pupil is disabled where they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

## 3. **Identifying SEND**

The effective and efficient removal of barriers to learning and leading a fulfilling life is supported by the early identification of pupils with any learning difficulty or disability.



3.1 A range of conditions are classified under one or more of the four broad areas of need:

Communication and interaction  
Cognition and learning  
Social, emotional, and mental health  
Sensory and/or physical need.

### 3.2 **Early identification of SEND**

We recognise the importance of early identification and work to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

#### **This process of early identification is supported by:**

- ✓ Regular monitoring of learning through performance management meetings, observations and book scans.
- ✓ An outstanding and experienced Early Years' Team.
- ✓ Effective dialogue of staff with pupils and their parents/carers
- ✓ Good communication, along with moderation, with teachers of consecutive year groups
- ✓ Recognition or verification by the expert external agencies, such as the Educational Psychologist, CAMHS, Speech and Language and Occupational Health.
- ✓ Commitment to investigate, understand and react to all barriers to learning at home or school, with good communication between teachers and SENCO.
- ✓ A target of 100% attendance of parents at pupil progress meetings, resiliently challenging inconsistent parental involvement with reading and other work and rigorously monitoring and maintaining good school attendance and punctuality of children.

### 4. **Strategies to achieve good outcomes for children with SEND**

The whole school community has a role in achieving ambitious outcomes for children with SEND:

4.1 The Governing Body will be involved in reviewing the impact of this policy and provision.

4.2 The senior leadership team, including the SENCO, will support ambitious outcomes for each child with SEND through:

- High expectations and care for how pupils learn and feel and how parents are involved



- Whole school SEND training and targeted professional development throughout the year
- Creation of 'Pupil Passports' (Individual Education Plans) incorporating SMART targets, that are reviewed termly, and parents are informed and kept apprised of progress
- Whole school performance target and performance management meetings
- Scans of planning and pupil books, with constructive feedback
- At least termly monitoring of learning, teaching, and data
- Rigorous use of data within the cycle of 'assess, plan, do and review'
- Monitoring the deployment and efficacy of teaching assistants
- Providing planned time for specific intervention programmes
- Use of outside agencies for identification, advice and input of provision and therapies

4.3 The Head of School, SENDCo, teaching staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs, via the SEND Annual Report for Parents.

4.4 The Head of School, Business Manager and SENDCo will ensure the budget for SEND is allocated appropriately.

4.5 All the teachers in the school are teachers of children with Special Educational Needs and Disability. As such, Kenley Primary School adopts a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice.

The staff are committed to promptly identifying and providing for the needs of all children in a wholly inclusive environment.

The staff will ensure that pupils with special educational needs join in the activities of the school, together with pupils who do not have special educational needs, so far as that is reasonably practicable. Staff will adapt their practice and the learning environment as necessary for all children to be included, valued and able to achieve.

4.6 The staff will have high expectations of parents as well as pupils and fully involve the child and parents in making decisions about improving outcomes for the pupil, providing a system for development that is documented through the pupil's Inclusion Passport, reviewed termly, following the cycle of: 'assess, plan, do and review'.

#### 4.7 **The SENCO will:**

- Liaise with the SEND Governor and ensure they are updated with key information
- Gather comprehensive evidence and make application, if relevant, for additional targeted funding from the Locality SEND group or if a child has long term and complex needs, an Education Health and Care Plan Assessment



- Gather information, where appropriate, using a range of assessment tools for children with SEND (and other barriers to learning) and review targets set are appropriate and SMART.
- Observe learning and provision in the classroom and give feedback.
- Implement Inclusion Passports and monitor them on at least a termly basis
- Attend the SEND cluster group to share and learn from good practice and ideas
- Attend the Croydon Locality Send group to present children for additional funding where necessary
- Attend the Locality SEND group to discuss and draw on colleague experiences to support children with additional needs
- Maintain the SEND Register for children with Education Health Care Plans and Additional Needs
- Assist staff to produce Provision Maps to show how SEND children are provided for.
- Assist staff to review Provision Maps termly
- Produce detailed case studies where needed, for children with more complex and long-term needs beyond the less substantive studies provided by the SEND Passport.
- Oversee and, where required, support the inclusion systems put in place by teaching staff, in consultation with parents and children.
- Provide training to new staff where needed for specific needs or to develop 'Quality First Teaching' strategies
- Organise training bodies to present to staff in order to develop their expertise in the areas of SEND
- Develop partnerships with other professionals who can support pupils and their families.
- Make referrals to outside professionals to diagnose and support pupils and families
- Link promptly with other schools from where pupils have come or are going, to ensure robust transitions
- Oversee the use of 'Inclusion Passports' and support staff in removing barriers to learning, ensuring they reflect advice, if given, by specialist agencies.
- Create and update the SEND Policy and Information Report in consultation with school leadership and with feedback from school staff, parents, and pupils.
- Review impact and adapt systems and policies where appropriate.

#### 4.8 **SEND pupils and parents will be:**

- ✓ Made promptly aware of any concerns, and will be involved in target setting and other decisions, which are taken regarding the child's education
- ✓ Involved in problem solving to improve outcomes, including parental permission to engage with outside agencies if appropriate and to provide information for referrals.

### 5. **Access to the Curriculum**

5.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other



than exceptional cases, make full use of classroom and school resources before drawing on external support.

5.2 The school will make provision for pupils with special educational needs and disabilities to match the nature of their individual needs. The class teacher and SENDCO will keep regular records of the pupils' strengths, special educational needs, the action taken and the outcomes via their 'Inclusion Passports' and provision mapping.

These can be used throughout their school career as required, to ensure optimal and joint problem solving. The views and support of pupils and parents will be specifically sought out and regularly engaged.

5.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

5.4 The curriculum, tasks and resources will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

5.5 Planning and assessment will reflect whole school approaches to teaching and learning and will take account of special educational needs.

5.6 SEND children will benefit from teacher input as well as teaching assistant input, and the teacher will gain a good understanding of pupils' needs and ways to enable progress and well-being.

5.7 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties. Targets that are set will be SMART, that is: Specific, Measurable, Achievable, Realistic and Time-related.

## 6. **Providing the graduated response for children with additional needs**

Kenley School offers differentiated tasks, resources and input to support progress as part of 'Quality First Teaching'. When a pupil fails to make progress and shows signs of difficulty in some of the following areas:

- acquiring literacy and numeracy skills
- presenting persistent negative behaviour
- emotional and social interaction
- sensory or physical problems
- communication and interaction

the school will provide support that is additional to and different from the differentiated curriculum. This will be provided through an 'Inclusion Passport' in a range of ways including:

- High expectations and suitable targets for each child
- Classroom organisation and management



- In-class support by teacher/teacher assistant
- Targeted interventions for individual/small group work
- Behaviour modification programmes and mentoring
- Alternative teaching strategies.

## 7. **A graduated response to identify children who require an Education, Health, and Care Plan**

### 7.1 Locality SEND funding and Education Health and Care Plans

The additional needs of most of the pupils with SEND will be met by interventions and resources created by the school. Some children will benefit from specific interventions that are funded through the Locality SEND system, which enables funding for a specific period of time.

However, in a few cases pupils with the most significant, long term and complex needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning over a longer period.

Where this is the case, the Senco, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHCP). Full details of the process for requesting an EHCP can be found on the Croydon SEND offer web site (details in Appendix). The EHCP will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

### **Meeting the Needs of Pupils with Medical Conditions**

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in a Health Care Plans (HCP). The HCP plans will detail the type and nature of support that will be available.

#### **The plans will also be:**

- Produced through collaboration with parents, pupils as appropriate, and healthcare professionals.
- Shared with all relevant staff
- Reviewed at least annually or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND, the HCP plan will be closely linked to provision, to support accessibility and additional educational needs so that there is a coordinated approach. Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive





appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate Medical Needs Policy which can be found on the school website

### **Anti-Bullying**

We recognise that pupils with SEND are vulnerable to bullying and the negative impact that bullying can have on emotional health and wellbeing. All pupils are encouraged to report any incidents of bullying to a trusted adult in the school. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices within the school community, we ensure our effectiveness in reducing and responding to bullying.

### **Disability Access Arrangements**

In compliance with the duties set out in the Equalities Act 2010, the school has an accessibility plan which outlines the actions we will take, over time, to increase the accessibility of pupils.

#### **This includes action to:**

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

### **8. Resources**

8.1 The money allocated to SEND is used for provision that is additional to, or otherwise different from, the educational provision made generally for children of their age.

### **9. Arrangements for the Treatment of Complaints**

9.1 We value comments made by parents and welcome any dialogue to improve outcomes and the life chances for each child.

9.2 First, the parent should discuss their concerns about specific elements of the school's provision for SEND with the class teacher, then the Principal or SENCO. If the matter is not satisfactorily resolved, then they can refer their complaint to the SEND Governor of the School and expect a written response within 28 days.

9.3 Croydon's 'Parents in Partnership' and 'Croydon SENDIASS' are organisations that can constructively support parents with children who have SEND; they can also be involved in the complaints and mediation process.

9.4 If, in the parent or carer's view, the problem is not resolved, or the complaint is about the Local Authority itself, details on how to take complaints further is detailed in the Special Education Needs and Disability Code of Practice: 0 to 25 years (September 2014).

### **10. Evaluating Success**



10.1 This school policy will be kept under review and analysed in the SEND Annual Report to Parents. The governors and the working party will gauge the success of the policy by:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Value added data of pupils with special educational needs
- Improved behaviour and engagement of the children, where this is appropriate
- Systems of inclusion intended to improve outcomes for SEND pupils
- Pupil attendance
- Number of exclusions
- Consultation with parents and the working party
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meeting the statutory requirements of the SEND Code of Practice 2014.

## Appendix

Croydon's local offer for SEND:

[Croydon Local Offer](#)

Definition of Special Educational Needs

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 has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- 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 post 16 institutions

## Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

Sensory impairments such as those affecting sight and hearing

Long term health issues such as Asthma, Epilepsy and Cancer.