



*A school where every child can* 

# Kirk Langley CE Primary School

## Special Educational Needs and Disability (SEND) Policy

Version History	
Date	Detail
Spring 2024	Agreed by staff Approved by Governors
Autumn 2025	Agreed by staff Approved by Governors

# **Kirk Langley Church of England Primary School**

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

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

*Daniel 12:3*

*'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'*

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

### **Within a Christian ethos we aim to:**

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

This policy is a statement of the aims, principles and strategies used in making provision for children with Special Educational Needs, based on the code of practice, at Kirk Langley Church of England Primary School.

This policy should be read in conjunction with the school's policies for:

- Code of Conduct
- Equality Policy
- Behaviour
- Accessibility Plan

The SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### **The definition of SEN**

*A person has SEN 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 of 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 school.*

Taken from 2014 SEND Code of Practice: 0-25 years; introduction xiii and xiv

### **The definition of a disability**

*A person has a disability if there is a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.*

Taken from 2014 SEND Code of Practice: 0-25 years; introduction xviii

### **There are four broad areas of SEND:**

- Communication and interaction (such as autistic spectrum and language disorders)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia or moderate learning difficulties and global development delay)
- Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties and mental health difficulties)
- Physical and sensory (such as hearing or vision impairment)

Kirk Langley Church of England Primary School is an inclusive school. We welcome all children to our school and ensure that appropriate provision is made to cater for their needs.

**Kirk Langley Church of England Primary School is committed to providing:**

- An inclusive, aspirational and nurturing learning environment.
- Encouragement for all children to be active in the learning process.
- Support to promote a strong positive sense of self-worth and respect for others.
- Experiences both in and out of the classroom to consolidate and extend learning, enabling children to achieve their full potential.
- Good quality resources to enhance the delivery of the curriculum.

**Our aims are:**

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure all children have high aspirations for themselves
- To ensure all children succeed and are challenged in their learning
- To enable children to fulfil their potential
- To collaborate closely with parents
- To liaise with external support services to support individual needs
- To ensure that all children with SEND have full access to all activities, so far as is reasonably practical
- To ensure all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure all children have support to recognise and build positive relationships throughout their lives
- To ensure all children feel safe and equipped with strategies and support to deal with issues of prejudice or intimidation

**Identification and assessment**

We are committed to the early identification and intervention of children who may have SEN. On arrival to our school, more detailed observations are made of the children in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools or nurseries the children may have attended. A graduated response is adopted in the school, as we recognise that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the Local Authority policy.

The progress of every child is monitored at six points over the year. Where children are identified as not making progress, they are targeted with Quality First Teaching, increased parental support and intervention programmes. Otherwise, a graduated response is implemented by school. This may mean that a child is placed on the SEND register under further investigation at SEN support level. However, slow progress and low attainment does not mean that a child has SEN. Equally, it is not assumed that a child who is attaining in line with their chronological age means that there is no learning difficulty or disability.

## **Monitoring**

We closely monitor all pupils who are not making adequate progress in the four broad areas of SEN outlined in the Code of Practice 2014.

We work closely with parents and children and listen to their views and aspirations so we can develop a personalised curriculum. Teachers build on the children's interests to engage, motivate and stimulate the pupils to become active learners.

We work collaboratively with families to ensure that we take into account the child's own views and aspirations and the families' hopes for their child. Families are invited to be involved at every stage of the planning, monitoring and reviewing of SEN provision for their child.

We believe all practitioners are teachers of pupils with SEN and adjust learning according to the needs of the child. All children at our school benefit from 'Quality First Teaching'. Progression in their learning is essential to plan the next steps. We also implement focused interventions to target particular skills. The school offers provision for all children to attend Home Learning Club which enables targeted support.

Monitoring the progress of all children is an ongoing process. This enables the school to identify pupils who may require additional or different provision.

Kirk Langley Church of England Primary School is an inclusive school where all children are fully included. We recognise the strengths of every individual as well as areas for development. We ensure all children contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any issues or concerns with the class teacher, SENCO, Head teacher.

## **SEN Support**

If a teacher identifies a child who may have SEN, our first response is to implement high quality teaching targeted at the child's areas for development. We put in place extra teaching or other rigorous interventions designed to secure better progress. Where progress continues to be less than expected, the class teacher working with the SENCO, will assess whether the child has SEN.

Where a pupil is identified as having SEN, we take the necessary actions to remove barriers to learning and put effective special educational provision in place. SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

It may be necessary to devise an individual support plan, wellbeing plan or behaviour plan that sets out personalised arrangements that are additional to, or different from the usual curriculum. The teacher liaises with the SENCO, parents/carers and child and discusses targets. These targets are personalised specifically to the child's needs and are reviewed 1/2 termly, or as appropriate.

If adequate progress is not made after a substantial period of intervention and review (e.g. 6 months), the teacher in consultation with parents/carers may conclude that further support and advice is needed. In some cases, outside professionals from educational, health or care are contacted to offer specialist support. These support services may include:

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Autism Outreach
- School Nurse
- Educational Psychology service
- Paediatrician
- Clinical Psychologist

Once support services have offered advice, the child's plan is updated and reviewed to ensure that the appropriate targets are set to enable the child to make progress. Families and children are always involved in these processes.

### **Early Years SEN Inclusion Funding (EYIF) - for Nursery age children**

Nursery age children are eligible for EYIF if they are aged 2-4 years old until the end of their first term (usually Autumn 1) in Reception and in receipt of a funded place – either a two-year-old funded place, or a 15 or 30 hour funded 3- and 4-year-old funded place. EYIF is part of the provision made at targeted and specialist level of the graduated response to support Nursery children become 'school ready.'

The funding is available to children who have emerging needs, through to children who have significant barriers to learning. EYIF provides top-up funding to enable Nurseries to enhance staffing ratios to better support children who require support strategies which are additional to or different from the normally available differentiated offer of provision.

### **Inclusion Funding – for school age children**

Inclusion Funding is an additional funding stream that schools can apply for to support the inclusion of children with additional needs. The funding can be provided to support a wide range of needs including educational needs, social needs, emotional needs, health needs and/or children at risk of exclusion. As well as providing additional funding to schools, the Inclusion Funding Panel may also signpost school to other services who could offer additional advice and support.

All referrals to the Inclusion Funding Panel must be made by the school. The application is made by the SENCO after gaining consent from the child's parents/carers. Inclusion Funding

aims to provide swift support to schools to help reduce the barriers to learning that a child has. Funding can be awarded for varying lengths of time ranging from 12 weeks to 12 months. The panel will ensure that the level of funding requested is linked to the level of need.

### **Education Health and Care Plan (EHC Plan) – for 0-25 years olds**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child and the individual has not made expected progress, school or parents can consider requesting an Education, Health and Care Needs Assessment.

The EHCNA pathway is a very detailed investigation to find out exactly what a child's special educational, health and care needs are. If, in rare cases, the child's needs are considered to be severe and complex, a EHC Plan may be issued by LA.

The LA will produce a child's EHC Plan, following a detailed consultation with families and professionals. The EHC Plan will outline the child's strengths, their dreams and aspirations as well as the barriers they face. The plan will be reviewed at least annually and school will invite families and agencies involved with the child. This is called an Annual Review meeting.

Having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

### **Specialist Service for Special Educational Needs (SSSEN)**

The Specialist Service for Special Educational Needs (SSSEN) works directly with children with Education, Health and Care (EHC) Plans .

In order to receive support from SSSEN, the child must attend a state funded mainstream infant, junior or primary school and have an EHCP or Inclusion Funding request in place. From September 2022, schools now need to refer a child directly to SSSEN using the referral form provided. Support from SSSEN is agreed by the head of service when the child has significant barriers to learning and complex cognitive and learning needs that meet SSSEN criteria. The LA support offer for SSSEN has been adapted in February 2022 and now face-to-face support for pupils with an EHCP will only be if the individual pupils is assessed at percentile 3 or below in at least 2 of reading, spelling, or mathematics. Pupils assessed at percentile 5 or below or greater than percentile 3 in reading, spelling or mathematics will receive inclusion and learning support advice through weekly support for 6 weeks. Pupils assessed greater than percentile 5 in reading, spelling or mathematics will be provided with written advice in a Specialist Assessment Report.

### **Teaching and Learning**

We have high expectations for all children and set ambitious yet achievable targets. We aim to put insufficient support to enable children to reach their challenging targets, **but without developing a learned dependence on an adult.** Targets for SEN children are deliberately challenging in an attempt to close the attainment gap between the children and their peers.

All children are entitled to a broad and balanced curriculum, including the National Curriculum. At Kirk Langley Church of England Primary School we believe there is no limit for a child's learning and we encourage SEN pupils to achieve the school's vision: every child can shine.

Progress is continually monitored using a range of assessments including:

- Teacher observation
- Teacher assessments 1/ 2 termly
- SENCO tracking and data analysis
- Head teacher, SENCO assessments and observations
- End of key stage SATs
- Phonics screening
- Reading age and reading comprehension age assessments
- Year 4 Times Table check
- Reception Baseline assessment

All our children have access to an enrichment curriculum and Positive Play.

At Kirk Langley Church of England Primary we promote the social and emotional wellbeing of all pupils and recognise that pupils with SEN may be additionally vulnerable. Pupils with SEN have the same opportunities as other pupils and participate in PSHE, Online Safety and Anti-Bullying learning and events. Planning, teaching, adult and peer support is carefully structured to ensure meaningful engagement for all pupils.

### **Partnership with parents**

- Parents/carers are notified as soon as possible if we have any concerns. We always listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to meet with the class teacher to discuss the child's new Targets and review progress made.
- Parents/carers are invited to meet with the class teacher, SENCO and any involved outside agencies for an EHCP Annual Review.
- Parents/carers are invited to meet with the Headteacher Team Around the Family meetings, if required, are put in place.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEN to achieve their full potential.

### **Pupil participation**

- Children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- We encourage pupils to participate in their learning by discussing their new targets with either the class teacher and/or teaching assistant, ensuring a child centred approach.
- SEN pupils have equal opportunities to have their opinions and concerns valued and to represent themselves and their classmates through being a part of the Eco-Council and School Council.



### **Pupil Premium**

Pupil Premium will be used to support any SEN child who has been on free school meals in order that they can make at least expected progress.

### **Transition**

At Year 6, children from Ashbourne Primary School usually transfer to Ecclesbourne School. The school liaises with year 7 teachers in the summer term passing on records for all children. At this time, children who have Special Educational Needs will be discussed and copies of plans and interventions are sent on. Extra transition visits will be arranged in the summer term for pupils with SEND.

For some identified children special arrangements will be made so that a teacher from the next school can attend the annual review when the children are in year 6. At the review in Year 6, clear recommendations are given as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school will be invited to attend the final annual review, so that an effective and supportive transfer will occur.

Before the children start in Reception, key members of staff such as the Headteacher, SENCO and class teacher, liaise with the child's setting and organise extra 'new starter visits.' We understand how difficult it is for children and parents as they move into a new class or a new school. Before transition periods we discuss, plan and prepare with staff, parents/carers and children to make transitions as smooth as possible. Together we devise an action plan. All transition arrangements are adapted and tailored to meet the needs of the individual.

### **Co-ordination of SEN Provision**

The SENCO, (Special Educational Needs Co-ordinators) for our school is Mr William Mayes.

The SENCOs are responsible for:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision for children with SEN
- Ensuring there is liaison with parents and other professionals in respect of children with SEN,
- Managing teaching support staff
- Advising and supporting other practitioners in the school,
- Ensuring that appropriate Targets are in place; that relevant background information about children with SEN is collected, recorded and updated
- Liaising with external agencies including the LA's and educational psychology services, health and social services.
- Attending review meetings of statemented/EHC plan children.
- Attending review meetings for children with Inclusion Funding.
- Updating and maintaining a school list of children who have a special educational need (SEND register).
- Monitoring wellbeing plans, behaviour plans and supporting teachers to write Targets for children in receipt of Inclusion Funding or have an EHCP.
- Monitoring the school's Provision Map.

### **The role of the governing body**

The governor with responsibility for SEN is Mrs Rachel Haslam.

The governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Ensure that a pupil with SEN joins in the activities of the school, so far as is reasonably practical and compatible with the child's SEN provision and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Assess the impact of Pupil Premium for SEN pupils who are eligible for FSM through Resources for Learning.
- Monitor the progress made by SEN pupils against national data.
- Governors are involved in developing and monitoring the policy. They are kept up to date about the provision, deployment of funding, equipment and personnel resources.

### **Review and evaluation of procedures**

- The SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- All of our school policies are interlinked and this policy should be read and informed by all other policies.
- The SENCO ensures that all the appropriate records are kept and are available when needed. These are always available for parents/carers and professionals that work with the child.
- The governing body will on an annual basis, consider and report on the effectiveness of the work and if any amendments need to be made to the SEND policy.

### **Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### **Derbyshire Local Offer**

The purpose of the Local Offer is to enable families to see more clearly the services that are available in their area and how to access them. It includes provision from birth up to age 25, across education, health and care. The Local Offer is available from this website.

<http://www.derbyshiresendlocaloffer.org/>

### **Complaints**

Parents with concerns regarding the school's SEN provision should raise their concerns initially with either the class teacher or SENCO ). The school's Complaints Policy should be followed for any concerns which parents may have.