



SPECIAL EDUCATIONAL NEEDS POLICY

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Beliefs and Values around SEND

Every teacher is a teacher of every child or young person including those with Special Educational Needs (SEND). All children have a right to fulfil their potential.

Policy development

This policy was written by the Inclusion Manager. Consultation took place with the Senior Leadership Team (SLT), teachers, Learning Support Assistants (LSAs), Teacher in Charge of Language Additionally Resourced Provision (Lang ARP), Nursery staff, parents and governors.

Contextual Information

We are a two form entry primary school and nursery, within the vibrant and diverse community of Totteridge in High Wycombe. Our school reflects this diversity and we pride ourselves on an ethos which promotes mutual respect and values every individual.

We place children's learning and well-being at the centre of all we do and offer a well-resourced and attractive environment in which to learn and grow.

Our aim is to provide a rich and stimulating, skills based, curriculum for our children, which promotes aspiration, independence and good citizenship. In this way we hope to enable every child to achieve their full potential.

The school has a 15 place Additionally Resourced Provision for children with speech and language difficulties (Lang ARP). As part of this, the Language ARP has attached Speech and Language Therapists provided by the NHS. The Language ARP is overseen by the Teacher in Charge who is line managed by the Inclusion Manager. The allocation of places is the decision of Buckinghamshire Council's SEND Team.

Most importantly King's Wood is a happy place and our children love coming to school.

SECTION TWO

Aim

All children have a right to fulfil their potential. In order to achieve this, a variety of methods may be adopted to remove any barriers to learning and further the child's progress. It is important for all children to feel part of the school community and their class as all teachers are teachers of SEND. We operate many different types of support, including in class, small teaching groups and one-to-one sessions which enable all pupils to feel engaged with the curriculum, appropriate to their needs. In this way, all pupils feel included in the school. We are a Nurture School.

Objectives to achieve this aim:

- Work within the guidance provided in the SEND code of practice 0-25 years (January 2014)
- Operate a 'whole pupil', 'whole school' approach to providing for all children
- Ensure all children have equal opportunities to participate in the full curriculum and general life of the school and have their successes equally celebrated.
- Ensure Quality First Teaching, with appropriate differentiation, is a priority in all classes.
- Identify barriers to learning as early as possible and take appropriate action quickly.
- Provide appropriate support, advice and training for all staff working with pupils with SEND.
- Work collaboratively as a team, taking all views into account, including those of the child, parents, Inclusion Manager, teachers, learning support assistants (LSAs) and any other professional involved. We acknowledge that significant proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school. Whilst others may need a little extra support for a short period, to help overcome more temporary needs.

SECTION THREE

Identification of SEND

The SEND Code of Practice 2014 describes four main categories of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical Needs.

Communication and Interaction

Children with speech, language and communication needs (SLCN). These children may have difficulty:

- Saying what they want to
- Understanding what is being said
- Not understanding or using social cues of communication.

Cognition and Learning

Children who are learning at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) – likely to need support in all areas of the curriculum
- Profound and multiple learning difficulties (PMLD) – severe and complex learning difficulties as well as physical or Sensory impairment
- Specific learning difficulty (SpLD), including dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties. They may be:

- Withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour
- Experiencing anxiety or depression.
- Eating disorders, physical symptoms that are not medically explained
- Disorders in attention deficit (ADD), attention deficit hyperactivity (ADHD) or attachment disorder (AD).

Sensory and/or physical needs

Children who require special educational provision because they have a disability. These difficulties can be age related and may fluctuate over time:

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-Sensory impairment (MSI) – could be vision and hearing
- Physical disability (PD) – additional ongoing support and equipment access.

It is important to note that the purpose of identification is to work out what action the school needs to take, not to fit a child into a category; but to help the school, and other

professionals, decide what actions need to be taken to provide appropriate support for that child

Other factors that may influence progress and attainment

King's Wood School and Nursery recognise that they are other contributing factors that may affect a child's progress and attainment. Children who have a disability may need reasonable adjustments to their curriculum and this is done in consultation with class teacher, parents and Inclusion Manager. Attendance and punctuality are regularly reviewed by the school's Attendance Officer and parents are informed of concerns. In addition to this the school has a Family Liaison Manager (FLM) who may support the family if there is a need. The Inclusion Manager closely monitors those children who have English as an Additional Language (EAL), those who are in receipt of Pupil Premium and Looked After Children (LAC). Whilst these children may not be SEND we ensure that they are making the expected progress and monitor closely.

SECTION FOUR

A Graduated Approach to SEND Support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014)

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's SEND Support Plan. This process will happen termly in line with the assessment and monitoring policy.

Assess

In identifying a child as needing SEND support, the class teacher, working with the Inclusion Manager, will carry out a clear analysis of the pupil's needs. This will be based on routine formal and informal teacher assessment, teachers' experience of the pupil, previous progress and attainment, the views and experience of parents, the pupil's own views, and, if relevant, advice from external support services.

Plan

If it is decided that SEND provision is necessary, the pupil will be formally recorded on the SEND register and a SEND support plan will be drawn up, based on the assessments and views of all those cited above. The support plan, will clearly state the teaching strategies, interventions and/or adjustments which will be put into place, alongside the outcomes for the child. This will be shared with the parents and child, as well as, all teaching, specialist and support staff involved. When a child is identified as having a 'barrier to learning' and their progress is not in line with their peers or age/stage expectations, 'quality first teaching' (i.e. teaching by the class teacher in the classroom) with differentiated teaching/tasks for the individual child, is the first step in responding to the SEND. In other words, high quality classroom teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Do

The plan is put into action. The class teacher remains responsible and accountable for working with the child on a daily basis. Where the interventions or support strategies involve group or one to one teaching away from the main class, they still retain responsibility for the pupil; working closely with any LSA's or specialist staff, to ensure support and interventions are carried out effectively and linked to classroom teaching. It is also expected that, where appropriate, parents will become involved in reinforcing and/or contributing to progress towards the stated outcomes at home.

Review

The effectiveness of the support strategies and/or interventions is measured against the desired outcomes set at the planning stage and documented on the support plan. This is shared with the child and parents. It then feeds back into an analysis of the pupil's current needs so a new cycle of 'Assess, Plan, Do and Review' begins.

Identification of SEND is outlined below:

- Concerns raised by parents/carers.
- On entry to school, all children are assessed. This can be used to determine any SEND.
- In October, all Reception children are screened using Infant Language Link to assess their language.
- In September, children in Year 1 to 6, if deemed appropriate, will be screened using Infant of Junior Language Link to determine any concerns with their understanding of language.
- Feedback from feeder schools/nurseries.
- If a child is considered to be at risk of SEND and the school does not have enough evidence to support this or has recently been removed from the SEND Register then they are placed on the school's Record of Concern (RoC). This is an internal ranked register used to support monitoring and provision for those children who are causing concern.
- Throughout the school, children are regularly assessed and SMART targets set accordingly.
- Pupil progress meetings take place termly – this is an opportunity to assess those children that are falling behind and for discussion between class teacher, Inclusion Manager and Head teacher.
- Pupil progress in reading skills is also monitored by RWI levels and testing throughout KS1 and for lower achievers in KS2.
- Teachers monitor children's progress through marking their work and discuss any concerns over lack of progress or particular difficulties with the Inclusion Manager as they arise.
- The Educational Psychologist can be requested by the Inclusion Manager to assess children to determine learning needs and suggest strategies to support them further.
- The Inclusion Manager may refer to outside agencies for support e.g. SALT and OT.
- For social, emotional or mental health needs the Inclusion Manager may refer pupils to the Woodlands Pupil Referral Unit/ School Nurse/CAMHS or the school's Learning Mentors and Counsellor.

- The Learning Mentors and Inclusion Manager can assess children for social, emotional or mental health needs using Boxall profiles or Strengths and Difficulties Questionnaires (SDQ).
- Diagnostic screening by Cognition and Learning Team or by Inclusion Manager.

Allocation of resources

Following the new SEND Code of Practice (2014) and the enactment of the Children and Families Bill (2014) children are allocated support depending on need. School can provide up to 13½ hours of support/provision for a child. This is categorised as follows:

SEND Support

Where it is determined that a pupil has SEND, parents will be advised of this and they will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. A child with SEND will then have a SEND Support Plan. These children require support additional to or different from that which the school is normally able to offer, for example, additional teacher time or external agency support.

High Needs Block Funding

This is where the Local Authority (LA) has issued the school with further funding to support children with specific difficulties that require additional support that is over and above the standard teaching and learning available within the school/setting. This additional support is to enable the pupil's access to the curriculum.

Education, Health Care Plans

If a child has significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of needs is such that a multi-agency approach is needed to assess, plan and provide provision and identify appropriate resources.

An Education, Health Care Plan of Special Needs, details specific areas of difficulties with an allocation of resources to meet these needs beyond what the school can offer. These must give quantifiable levels of support; that is, how many hours of specialist teacher or LSA time the child is to receive. This funding is directly received from the LA and allocated appropriately (school is responsible for funding the first 13½ hours of support).

Managing pupils needs on the SEND Register

At the start of each academic term the Inclusion Manager, in consultation with the teachers and LSAs, create a provision map detailing the interventions, the short term outcomes and frequency for the term. The allocation is done in conjunction with baseline assessments. All outside agencies provision is also recorded on the Provision Map and details the frequency.

Initial training is held for any adult delivering an intervention and monitoring and evaluation sheets are provided by the Inclusion Manager or relevant outside agency.

The Inclusion Manager has an open-door policy for continuing feedback on individual children and interventions. The class teacher is expected to inform the Inclusion Manager of any concerns regarding the provision provided.

The Inclusion Manager has regular meetings with LSAs to discuss any amendments needed. The class teacher and Inclusion Manager meet with the Head teacher termly to discuss pupil progress.

At the end of each term LSAs complete an evaluation, end of term intervention form and meets individually with the Inclusion Manager to evaluate the provision and plan the next term's outcomes. This is then shared with the class teacher who adds their input.

The Inclusion Manager is available to meet with parents to discuss any concerns. This is also an opportunity to discuss any outside agencies or external support that the school feel is necessary to support the child further.

SECTION FIVE

Criteria for exiting the SEND Register

During Pupil Progress Meetings (PPM) SLT, Inclusion Manager and class teachers discuss every child's progress. If it is decided the child no longer has SEND then the child will be removed from the SEND Register and the parents are informed. The child is then monitored on the school's internal Record of Concern (RoC) using a ranked system. The RoC is reviewed termly with the class teacher and Inclusion Manager.

SECTION SIX

Supporting pupils and families

Pupil Involvement

All pupils are aware of their targets as they are shared with them and regularly referred to. Where a child has an EHCP in preparation for the Annual Review their views are gathered prior to the review meeting.

Pupils with an EHCP will attend part of their Annual Review meeting, where appropriate.

Parental Involvement

Parents are always able to make an appointment to see either the class teacher or the Inclusion Manager to discuss their child's SEND. Parent Consultation Evenings are held twice a year with all parents being invited.

Where a child has an EHCP, in preparation for the Annual Review, parents are asked for written feedback 8 weeks prior to the Review meeting.

As part of the Inclusion Team the school has a Family Liaison Manager (FLM) whose role it is to support parents of school-aged children. The parents are also directed towards the

Buckinghamshire SEND Information, Advice and Support Service previously known as Parent Partnership. The FLM will support parents with referrals to other outside agencies and attend meetings to support parents e.g. housing, food banks etc.

As part of the Inclusion Team, the school also has a member of staff trained in delivering Parents as First Teachers (PaFT). Their role is to support families in their home with developmental topics, encouraging parent child interaction and promoting family well-being. Parents of children aged 0-5 years are able to access this service. As well as offering home visits the PaFT worker delivers workshops within the school on a variety of topics.

In addition, the school meet termly with the Mental Health Team and Thrive. These services can help children and their families within the family home on a range of topics e.g. behaviour, boundaries, monetary concerns. This service can be accessed by the family or with support from the Inclusion Team.

Supporting Pupils

Access arrangements for those pupils who need extra support at exam times are adhered to using the latest DfE guidelines.

Transition

Transition from class to class and across Key Stage One and Two is monitored and supported by the Inclusion Manager and Learning Mentors. Those children in Year Six who are identified as being vulnerable receive a transition support programme in the Summer Term. This is delivered by the Inclusion Manager and Learning Mentor who also liaise with the relevant staff at their Secondary School to aid transition. The children with an EHCP receive extra visits to facilitate the move. The Language ARP runs their own transition programme focusing on the specific needs of the children.

SECTION SEVEN

Supporting pupils at school with medical conditions

The school recognises that pupils 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.

Those children who have an Education, Health and Care (EHCP) Plan which brings together health and social care needs as well as their SEND provision the SEND Code of Practice (2014) is followed.

Initially, the Inclusion Team and/or Office Manager would meet with the child's parents to ensure that practises are adhered to and followed rigorously. If it is deemed necessary the school will contact the School Nurse and relevant health care specialists and complete a Health Care Plan. This will then be displayed in the medical room, child's classroom and a

copy kept on file and shared with relevant staff. If deemed necessary training will be sought and members of staff dealing with the child will be trained accordingly.

SECTION EIGHT

Training and Resources

Staff are supported by the Inclusion Manager to meet the needs of SEND pupils in the class. They are regularly updated on SEND Developments by the Inclusion Manager. Staff are offered training on specific needs as appropriate to the pupils in their class from Outside Agencies or internal support. Feedback on their training is given during staff meetings to skill up all staff. The Inclusion Manager is a member of the SEND liaison groups and attends regular meetings held by Buckinghamshire Council.

SECTION NINE

Roles and Responsibilities

SEND Governor

There is a Governor appointed to SEND with responsibility to inform the full Governing Body of current SEND practice in the school, liaise and be part of policy writing. In addition, they meet with the Inclusion Manager termly where they receive an update on SEND within the school.

Class Teachers

Class Teachers are responsible for all the children in their class and they are expected to alert parents and the Inclusion Manager of any concerns they may have. It is their responsibility to provide a differentiated curriculum designed to meet the needs of the pupils in their class. They consult and work with the Inclusion Manager and other outside agencies to the benefit of the pupil. Class Teachers are responsible for co-ordinating and overseeing the work of LSAs within their classroom, modelling effective support of children where necessary. The class teacher is responsible for initiating, monitoring and updating the SMART targets and they review a child's progress at parents evening and SEND Support Plan meetings and at other times as necessary.

Learning Mentors

Under direction of the Inclusion Manager the Learning Mentors deliver small group and one to one interventions aimed at supporting pupils with social and emotional development. They also support behaviour management across the school and support pupils in learning how to manage their emotions.

Learning Support Assistants (LSAs)

LSAs are line managed by the Inclusion Manager. They work closely with class teachers to deliver programmes of support either to individuals or small groups. Consultation with the Inclusion Manager occurs as and when it is appropriate on strategies and support

programmes. The LSAs contribute towards the review of child's progress at the end of an intervention.

Safeguarding

The designated Safeguarding Officer is the Head Teacher, Mrs Janice Freeman. The Deputy Officer is the Deputy Head Teacher, Mrs Lara Virgo. In addition, Mrs Erika Searle-Yearwood, Mrs Nina Martin and Mr Michael Hickey have responsibility for safeguarding in the absence of the Head Teacher and Deputy.

Medical Needs

The person responsible for managing the medical needs of children within the school is the Office Manager, Mrs Pauline Burton.

SECTION TEN

Storing and Managing Information

Confidential information regarding children is stored in a lockable filing cabinet located in the Inclusion Office. This room is also locked when not in use.

SECTION ELEVEN

Reviewing the policy

This policy will be reviewed annually from the date of publishing, or where necessary sooner in light of changes to SEND.

SECTION TWELVE

Dealing with complaints

Any complaints regarding SEND should be directed initially to the Inclusion Manager who will seek to resolve it and if necessary seek advice from the link SEND Officer at County Hall. If dissatisfied with this outcome the parent/carer should be directed to the Head Teacher and/or Governors as per Buckinghamshire Council Complaints policy.

Glossary of terms

Abbreviation	Meaning
SEND	Special Educational Needs and Disability
SEND	Special Educational Needs
SLT	Senior Leadership Team
Lang ARP	Language Additionally Resourced Provision
LSA	Learning Support Assistant

SMART	Specific, Measureable, Attainable, Realistic Timely
RoC	Register of Concern
EHCP	Education, Health, Care Plan
PRU	Pupil Referral Unit
RWI	Read, Write, Inc
SaLT	Speech and Language Therapy
OT	Occupational Therapy
CAMHS	Child and Adolescent Mental Health Services
SDQ	Strength and Difficulties Questionnaire
FLM	Family Liaison Manager
PaFT	Parent as First Teachers
EAL	English as an Additional Language
LAC	Looked After Child
HNBF	High Needs Block Funding
PPM	Pupil Progress Meetings
DfE	Department for Education