



Khalsa Primary School

Sikh (VA) School

SEND Policy

The policy pays due regard to the recommendations in the SEND Code of Practice: 0 to 25 years, June 2014, this guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations.

Governor responsible for Looked After Children:	Lakhbir Branch
Governor responsible for SEN:	Lakhbir Branch
Senco:	Jane Scott
Headteacher:	Mandy Johannson

Policy written by: Jane Scott
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Governor reviewed: July 2014
For annual review

Special Educational Needs and Disability Policy

This policy is in line with our aims, teaching and learning policy and equality of opportunity policy and aims to support inclusion for all children. The responsibility for the management of this policy falls to the Head Teacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Head Teacher, and the SENCo will work together closely to ensure that this policy is working effectively.

AIMS

Khalsa School aims to ensure that all children have maximum opportunity for learning. They have access to a well-planned, differentiated and resourced curriculum to meet their needs, with the necessary support to achieve this. We aim to ensure that pupils with SEND are enabled to reach their full potential, are fully included in the school community and are able to make a successful transition from Nursery into Khalsa Primary and also from KPS into KS3.

KEY OBJECTIVES

- To follow the DfE and DoH SEND Code of Practice 2014.
- To ensure that all pupils are valued equally
- To ensure that all pupils achieve their full potential
- To ensure that Special Educational Needs are identified and assessed as early as possible
- To ensure that pupils' needs are met as soon as is practicable
- To ensure that all children have access to a relevant, broad and balanced curriculum
- To set clear, different assessment criteria ensuring that all pupils make appropriate progress and achieve the whole class learning outcome
- To regularly review and evaluate pupils' progress in relation to their special needs
- To ensure that all children can be included fully within their peer group
- To help all children learn the social, emotional and behavioural competencies they need in order to sustain positive relationships with others.
- To work in close partnership with parents/carers to create a fully integrated home/school partnership
- To ensure that the views of the child are sought and taken into account
- To work proactively with the Slough LEA and external agencies
- To maintain and develop a range of expertise within the school to ensure continuity and progression for every pupil
- To monitor, review and evaluate policy and provision on a regular and systematic basis
- To provide any necessary in-service training for staff, in order to support teachers' and teaching assistants' continuing professional development in SEND and to extend the range of strategies used by all staff to support pupils' varying needs

ADMISSION ARRANGEMENTS

The school provides for children with a wide range of abilities and/or difficulties. Places for children with or without a special educational need are allocated in line with KPS Admissions Policy.

PROVISION AND FACILITIES

The school is compliant with Accessibility legislation, being accessible for wheelchair users on the ground floor level and has disabled toilet facility in the Contemplation Zone.

ROLES & RESPONSIBILITIES

Provision for pupils with special educational needs 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.

The Governing Body:

The Governing Body at Khalsa School endeavours to follow the guidelines as laid down in Part 3 of the Children and Families Act 2014 in order to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that where the ‘responsible person’ – the Head Teacher – has been informed by the LEA/other advisory body that a pupil has a Statement of Special Educational Needs, or an Education Health and Care Plan, those needs are made known to the SENCo and those who are likely to teach them and other staff who have contact with them
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have special educational needs
- Ensure that a pupil with special educational needs is included in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practical, but not as to be to the detriment of the efficient learning of the other pupils in their learning environment

The Governors are responsible for:

1. Determining the school’s general policy and approach to provision for children with SEND.
2. Establishing the appropriate staffing and funding.
3. Maintaining a general oversight of the school’s work.

These responsibilities are addressed through the Children and Learning committee which meets at least termly.

The Head Teacher:

The Head Teacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The Head Teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head Teacher will work closely with the SENCo and the Governor with responsibility for SEND.

The SENCo:

The SENCo, with the Head Teacher, 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 special educational needs.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils’ achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

At Khalsa School the principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for support staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- Creating and delivering the SEND Action Plan
- Working with the Head teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

PARTNERSHIPS BEYOND SCHOOL

At Khalsa we believe that to successfully meet the needs of children with SEND a strong partnership is required by all those involved, including LEAs/other advisory bodies, parents/carers, children, staff and external agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

Parents/carers:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

At Khalsa, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers 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 they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Khalsa we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents of a child with SEN support will have the opportunity to meet with the SENCo at least three times a year formally, and the SENCo is available to parents without prior arrangement if possible.

Parents are encouraged to seek help and advice from the Slough LEA/Partnership with Parents, which should provide support, information and relevant training. (<http://www.parentpartnershipslough.org.uk>)

Partnership with External Agencies:

The School is supported by Slough's multi professional team. This includes the services from the following agencies:

The Educational Psychologist
Behaviour Support Service
Physiotherapist
Occupational Therapist
The Ethnic & Language Minority Support
Physical and Sensory Support Service
Educational Welfare Officer (EWO)
Speech and Language Therapist
School Doctor/Nurse
Social Services
Service for Autism

These services will meet with the pupil, parents, class teacher and SENCo in order to make an assessment and give advice/recommendations on target setting and type of support which should be included in any plan to move forward.

SEN support at Khalsa

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle 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. This is known as **the graduated approach – assess, plan, do, review.**

ASSESS

In identifying a pupil as needing **SEN support** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. The pupil's development in comparison to their peers and national data should also be considered along with the

parent's views and experience, the pupil's views and, if relevant, advice from external support services. These should be recorded.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Professionals from Health or Social Services may already be involved with the pupil and should be involved to help inform assessments. The SENCo, with parents permission, should contact outside professionals if it is appropriate.

In short, where a child is not make expected progress a concern is raised, parents, class teacher, SENCo consult and decide whether to go forward to -

PLAN

Parents/carers, with their child, will meet with class teacher and SENCo to decide on the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour. This will be recorded on a 'All about me' sheet (**Appendix 1**) with a date to review the plan.

All teachers and teaching assistants who work with the child will be given a copy of this plan and is their responsibility to understand and action the plan.

The plan will clearly show the needs identified (Not good at), the outcomes sought (What I want to happen), the support provided, including any teaching strategies or approaches that are required (Important for). A copy of this will also be attached to the pupil's profile on SIMS (see SEN, tab 'Linked documents') as 'All about me'

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

The plan may well involve a contribution by parents/carers to reinforce or contribute at home (At home)

Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in forming the assessment of need).

So, if it is agreed that a pupil will get SEN support, all parties will meet and develop a plan detailing the support which will bring about the next part of the cycle –

DO

The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the class teacher in the further assessment of the pupil's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The class teacher is responsible for the daily implementation of the plan and will contribute to –

REVIEW

There will be a review of the plan ('All about me') on the date agreed when it was set up. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents. Parents will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps.

This will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.

If, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress then Khalsa school will request an Education, Health and Care Needs Assessment from the LEA who will expect to see evidence of the action already taken by the school.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools must co-operate so it may be that Khalsa Primary School may convene and hold annual review meetings on the behalf of Slough.

This process is a cycle so the review will inform the assessment and future planning.

The progress of all children is constantly monitored and reviewed. So support can be initiated at any time through the implementation of the Special Educational Needs Policy.

COMPLAINTS PROCEDURES

In the first instance, parents'/carers' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be a disagreement with regard to the SEND provision the LEA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have a right to appeal to a SEND tribunal at any stage.

EVALUATION

This policy will be the subject to review by the Head Teacher, SENCo, Governor with Responsibility for SEND, teaching and non-teaching staff.

APPENDIX 1

Like and admire

I'm enthusiastic
I smile at everyone

I am good at

Making friends
Giving compliments

Working

Music
Adding
Being on time

Where I am now

Maths - exceeding
Reading - emerging

All about me!
Important for (how to support me)

giving me time to think
which I want to say
check if I understand
what I have to do.



At home

I can read to Mom & Dad
every night to 10 minutes.

Writing - developing

Important to me

To spend time with
my friends
Drinking water

Not working

Get 'stuck'
Can't work when
I'm tired.

Not good at

Using my hands
Remembering words

