Kingsley Primary School

Special Educational Needs and Disability Policy

June 2024

KINGSLEY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Introduction

Our SEND Policy outlines our provision and support. For further information about how SEND support works in school please read our School SEND Information Report.
Kingsley Primary School adheres to and ensures that all statutory guidance on duties, policies and procedures are followed as set out in the Special Educational Needs and Disability Code of Practice 0- 25 Jan 2015. All statutory guidance for the identification and assessment of pupils with special educational needs is followed.

This policy has been written with reference to the following guidance documents:

- Equality Act 2010
- Disability Discrimination Act
- Keeping Children Safe in Education 2023
- The Children and Families Act 2014
- Reasonable Adjustments for Disabled Pupils – Part 3 The Children and Families Act 2014
- Supporting Pupils with Medical Conditions 2014
- Hartlepool Local Authority Special Educational Needs Policy and SEND Local Offer for the identification and assessment of pupils with Special Educational Needs.

Definitions

SEN

A child has special educational needs if they have a learning difficulty which calls for
special educational provision to be made for them.
A child has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of
  the same age; or
- have a disability which prevents or hinders the child from making use of

educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

- are under five and fall within the definition at (a) or (b) above or would so do if
  special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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. The definition provides a relatively low threshold. Long term is defined as a year or more and substantial is defined as more than minor or trivial. The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will be covered by the SEN definition.

Key Principles in relation to the Children and Families Act, 2014 and The Code of Practice, 2015

At Kingsley Primary School and in working with other agencies, we recognise and adhere to the following principles when providing for children with SEN and/or disabilities and know that we must pay regard to:

- the views and wishes of parents and the child
- the importance of parental and child participation in decision making
- the enabling of participation by means of appropriate guidance and support
- the need to support families to maximise the development of the child and support the achievement of the best outcomes, educational or otherwise in preparation for life

By adopting the above key principles we aim to achieve:

- increased parental and child participation
- early identification and intervention
- increased parental/child control

- better collaboration between ourselves, health and social care enhancing effective provision for those pupils with SEND
- increased focus on inclusion and the breaking down of barriers which hinder learning and development

The above key principles derive from the statutory duty that the local authority must adhere to. We will make every effort to work with the designated SEND officers to ensure that these principles drive the SEND provision and management at Kingsley Primary School. We will work closely with Hartlepool Local Authority and will endeavour to implement their local arrangements which are also driven by their statutory duty in the Special Educational Needs and Disability Code of Practice: 0-25 Years. The following documents guide our practice in conjunction with national guidance:- The Special Educational Needs and/or Disability SEND Policy, The SEND Code of Practice 2015, the Hartlepool Local Authority SEND Local Offer.

The SENCO regularly liaises with the Hartlepool SEND team around individual cases and for general support and advice around meeting the needs of pupils with SEN and/or disabilities in the most effective ways. LA SEN forum meetings are attended termly by the SENDCO. As the host to an additionally resourced specialist provision for pupils with Autism Spectrum Disorder, the SENDCO also liaises with the local authority regularly to discuss admissions, capacity, finance and future planning/developments.

Special Educational Provision at Kingsley Primary School

At Kingsley Primary School we strive to ensure that every child with SEND receives the support they need. We have a fully inclusive approach to supporting all pupils to achieve their full potential in a happy, secure, caring environment where achievements are celebrated.
Each child in Kingsley Primary School has an equal opportunity to a broad, balanced, differentiated and relevant curriculum ensuring their educational entitlement is provided. We promote a positive attitude to learning and in doing so encourage every child to become confident, responsible independent learners. We provide appropriate and effective intervention to support pupils with specific, and or additional needs whilst also teaching pupils to be caring, tolerant and understanding of one another within the school and the wider community as a whole.

This is underpinned by the following aims and objectives.

Aims

We aim to provide an inclusive curriculum for all pupils which:

- fully includes all pupils in the school community, including those with special educational needs and disabilities (SEND);
- gives pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is possible and appropriate;
- sets appropriate learning challenges for all pupils;
- responds to diverse learning needs;
- overcomes potential barriers to learning and assessment for individuals and groups of children;
- works in partnership with parents to support their child's development and learning;
- ensure that all pupils receive appropriate educational provision by providing access to a broad, balanced, differentiated and relevant curriculum that demonstrates coherence and progression in learning.
- enables every pupil to experience success;
- promotes individual confidence and a positive attitude;
- ensures that all learners make the best possible progress in order to reach their full potential;
- ensures the teaching and learning environments are effective and improves the educational outcomes for all pupils, including those with SEND;
- provides appropriate and effective intervention to assist individual pupils and support their specific SEN and/or additional needs or disability.

Objectives

In order to meet our school aims, our objectives are:

- to identify children's special educational needs early to ensure early intervention and make appropriate provision;
- to include children with special educational needs in mainstream classes as appropriate to the needs of the pupils;
- to manage and deploy resources effectively to ensure that all children's needs are met;
- to provide 'quality first' teaching and learning in all classes, with well differentiated lessons, planned within a balanced and broadly-based curriculum and delivered in a way that supports children with SEND;
- to ensure all children are given access to the curriculum at an appropriate level;

- to ensure that pupils with SEND have the opportunity to participate in all the activities of the school, with appropriate support;
- to ensure there is adequate resourcing for SEND;
- to develop and use resources, including human resources, effectively to support children with SEND. Consider carefully the way in which we deploy teaching assistants to make sure that SEND pupils (including groups of pupils) receive effective support;
- to ensure expectations of pupils with SEND are realistic but sufficiently high and that their progress is tracked carefully;
- to assess and keep up to date records of the progress of children with SEND;
- to identify appropriate and ongoing training opportunities for staff working with children with SEND in school and provide ongoing training for all staff, to raise awareness of and develop expertise with SEND, through INSET;
- to promote effective partnership with and involve outside agencies when appropriate. Work and maintain close links with the support services and other agencies that provide specialist support and teaching for children with SEND;
- to ensure that parents are informed of their child's special needs, and that communication between parents and the school is effective, so that we can work together in partnership to support our children;
- to ensure that learners are given the opportunity to express their views and are actively involved in decisions that affect their education
- to follow a graduated response ensuring that the four part cycle is implemented – assess, plan, do review;
- to ensure that parents and carers are kept informed and involved at every stage of the Code of Practice and statutory assessment and to seek and record their views;
- to involve children in the assessment of their special educational needs and in decisions made about their educational future where appropriate;
- to work in partnership with appropriate agencies in the identification of special educational needs and in monitoring children's progress;
- to monitor the implementation and effectiveness of the Special Educational Needs policy and provision annually with the designated governors for SEND.
- Statements/EHC plans for pupils with Special Educational Needs will be reviewed annually in line with statutory regulations;

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCO in conjunction with the head teacher, SEND representative from the Governing Body and the senior leadership team. The use of resources, curriculum planning and pupil progress will be monitored through the termly graduated response support plans and meetings with parents. The effectiveness and quality of provision, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment and the identification of training needs will be monitored and evaluated regularly by the SENDCO.

Roles and Responsibilities: Coordinating and Managing Provision

The Head Teacher, Mrs A Darby has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Informing the governing body of SEND issues.
- Working closely with the SENDCO and other SEND personnel in school.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Lead SEND Governors, Mrs J Vale, Mr J Vale

The governing body will ensure that:

- SEND provision is an integral part of the school improvement/development plan.
- They are fully informed about SEND issues, oversee the school's work for pupils with SEND and that the quality of SEND provision is regularly monitored.
- They have regard to the requirements of the SEND Code of Practice 0-25 (2015)
- They set up appropriate staffing and funding arrangements.

Special Educational Needs Team

Mrs Barrass – SEND Team Manager/SENDCO
Mrs Johnson – Assistant SENDCO

Mrs Barrass is responsible for co-ordinating the provision for children with special educational needs. Her role is SENDCO/Deputy Head Teacher. Mrs

Barrass is available to discuss any queries and concerns and can be contacted via the school office or via email. senco.kingsley@school.hartlepool.gov.uk

Her responsibilities include:

- to lead SEND provision across the school;
- inform governors of SEND issues;
- work closely with the head teacher to ensure effective provision;
- work with the head teacher to identify areas for SEND development;
- to co-ordinate SEN support in school and monitor provision for pupils with SEND;
- to lead and support the provision in the KS1 and KS2 SEND Bases;
- liaising with the local authority in relation to SEND Pupils, ARP Provision and funding;
- implementation of the SEN policy – strategic development of policy and provision with head teacher and lead governor;
- day to day responsibility for co-ordinating policy and provision;
- liaising with parents/carers of children with SEN;
- liaising with teaching and non-teaching staff providing professional guidance and support;
- ensuring termly SEN review meetings take place with parents;
- management of Teaching Assistants;
- co-ordinating the role of the learning support teachers in school – S. Dixon;
- maintaining the SEND register and having overall responsibility for SEND records and information;
- collaborating with curriculum co-ordinators;
- supporting staff in liaising with parents and carers of children with SEND;
- planning and facilitating staff training in relation to SEND pupils;
- liaising with appropriate external agencies;
- sustaining effective teaching through analysis/assessment of needs/monitoring
  quality of teaching and standards and by target setting;
- liaising termly with the named SEND governors - Mrs J Vale, Mr J Vale;
- monitoring and evaluating the effectiveness of SEN provision in raising standards and overcoming barriers to learning;

Role of the Teacher

The SEND Code of Practice notes that:

"teachers are responsible and accountable for the progress and development for the pupils in their class even where pupils access support from teaching assistants or specialist staff"

"high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching in the classroom"

Teaching and Support Staff

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

All teaching and support staff will be involved in the day-to-day implementation of the SEND policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. All staff will work closely with the SENDCo.

Additionally Resourced Provision

25 Places – Hartlepool Primary Additional Resourced Provision for pupils with Autism Spectrum Disorder.

25 places - Hartlepool Primary Additional Resourced Provision for pupils with High/Complex Needs

Kingsley Primary School has Hartlepool's Additionally Resourced Primary Provision funded by Hartlepool LA for pupils with Autism Spectrum Disorder. A service level agreement has been made by the LA SEND Department and the Head Teacher outlining the agreement and admissions procedures. A number of children may be admitted to school in consultation with the LA SEND Department because of their special educational needs. There are 23 additionally resourced places in school and 2 assessment places in nursery for children with Social Communication Difficulties or a diagnosis of an Autism Spectrum Disorder. These places are filled in consultation with the LA SEND Departments Service Level Agreement. All children who access an additionally resourced place are reviewed annually and are provided with a level of adult support appropriate to their individual needs. The level of funding per place is agreed with the Local Authority and is allocated on a banding system. (See LA Bands and funding criteria)

The children who are allocated an additionally resourced place at Kingsley Primary school are included in mainstream classes as appropriate to the needs of the individual. Access to the SEND Base teaching environments may be considered using the school criteria. There are quiet withdrawal areas around

the school that are available at any time throughout the school day. The provision for these children is agreed with the LA SEND manager as outlined in individual statements/EHC plans and agreed with parents/carers and outside external agencies. The national curriculum is followed where appropriate for individual children and modifications are made as necessary. In some cases disapplication from aspects of the national curriculum may be necessary. This will only take place in agreement with SENCO, Head Teacher, LA SEN manager, parents/carers and SEND lead governor.

The provision for additionally resourced pupils will also include any expert outside agency support. Any recommendations from outside external agencies will be followed and carried out appropriately. Support systems include use of Picture Exchange Communication System, TEACCH work box system, Use of Visual aids/timetables, Makaton Sign Language, Hydrotherapy, Physiotherapy, Speech and Language Therapy, Occupational Therapy, Soft Play and Rebound Therapy.

The children allocated an additionally resourced place will also participate in activities to promote, develop and support key life skills, social skills and independence. Activities will include social skill peer groups, talk snack time groups, social skills afternoon using off site facilities at local soft play area, life skills including kitchen skills, safety, baking, eating and using cutlery, road safety and shopping.

Kingsley Primary School has two designated SEND teachers who work full time in the SEND Base teaching environments and one part time teacher. There is a number of staff in school who have received additional specialist training for SEND including ASD awareness training, NVQ qualifications in Autism Spectrum Disorder at level 3 or level 4, Attention Autism training and A large number of our staff have completed additional further training including foundation degrees, HLTA courses, Certificates in Autism, Picture Exchange Communication System training , Supporting Speech, Language and Communication, TEACCH training, Time to Talk, Dyslexia training, Developmental Co-ordination Disorder training, Makaton sign language and PECS.

SEND Base Teaching Areas

At Kingsley Primary School we recognise that the mainstream classroom environment full time is not always appropriate in meeting the needs of our pupils with SEND.
We have 3 SEND Base teaching environments located in KS1 and KS2 which are an integral part of the key stage.

- KS1 High Needs Engagement BASE
- KS1 Learning Base
- KS2 SEND Base

They are led by teachers and a team of teaching assistants. Curriculum planning is personalised and all pupils have a termly individual curriculum and separate planning for all key areas of learning. All lessons are assessed and all staff are an integral part of this process in order to inform future planning and ensure that the level of curriculum challenge is appropriate.

Social interaction, language development and life skills/experiences play an integral part of the SEND Base provision for all pupils in school depending on individual need. Educational visits/external experiences in the community are planned into the curriculum each half term to further support the overall development for our pupils with complex learning, social and emotional needs.

Pupils on the Kingsley SEND register will be considered for access to the SEND base areas by the SENDCO using the following criteria:

- Pupils must be on the SEND register at SEN Support or have in place a Education Health Care Plan.
- Pupils must have a specific SEND diagnosis or are undergoing further assessment by outside agencies.
- Pupils have complex needs and evidence shows that the mainstream teaching environment is not appropriate and causes distress. Being in the mainstream environment with support will have a significant impact on the pupil or the other pupils in the class.
- Pupils must be working significantly below their peers in all aspects of the curriculum (to be considered for placement in the base areas).
- Clear evidence is provided over a period of time by class teachers, team leaders and the leadership team showing that a pupil on the SEND register is failing to make progress despite additional support /intervention being implemented.
- Despite additional support and intervention pupils are displaying signs of distress being in the mainstream classroom environment.
- Pupils must have specific areas of need that require additional intervention over and above the expected level of support in the mainstream classroom.
- Evidence shows that all means of support/intervention have been explored within the mainstream classroom.

- Parents are well informed of their child's difficulties and are in agreement with their child being taught in the SEND base area.
- Outside agencies working with the pupil have been informed of decisions and are in agreement that the base teaching area is the best environment for the pupil.

A number of SEND pupils across the school will be included in the base planning for certain times of the day for social activities, baking and life skills. (Pupils who have social communication or social interaction difficulties)

- Once a pupil has been identified the team will ensure that flexibility is paramount in order to meet the needs of individuals. This may also change over time as need arises.
- Individual pupil timetables are in place showing clearly showing the time spent in the SEND Base and the mainstream classroom.
- The SENDCO, SEND Base teachers, SEND teaching assistants and the class teacher will work closely together to ensure that consistency and standards remain high in all environments. (via weekly team meetings, moderation, SEND reviews and multi agency meetings)

It is an expectation that all pupils working in the SEND Base at some point in the Kingsley Education will spend some time across the week in their mainstream classroom. (This may begin with unstructured social times or 1 subject area)

- It is unlikely that children accessing the KS1 High/Complex Needs Base will spend anytime within the mainstream classroom due to their individual needs, however opportunities for visits are encouraged and this is reviewed regularly.

- KS1 pupils will work towards spending quality time learning and benefiting from being in the mainstream classroom by the end of year 2. If this is not the case then the SENCO will raise this via a multi agency meeting and discuss appropriateness of the provision at Kingsley.

- KS2 pupils will continue to work towards decreasing the amount of time in the SEND base particularly in years 5 and 6 in preparation for the transition to secondary school and year 7. (Pupils who are transferring to

mainstream secondary school are expected to spend the vast majority of time in the mainstream classroom with the appropriate level of support.)

SEND Base pupil progress and timetables are monitored half termly and changes are made as necessary to ensure that pupils are challenged to meet their full potential. Pupils who complete literacy and or numeracy in the SEND Base are given personalised targets in the relevant areas. Pupils are expected to make a good rate of progress based on their individual needs and therefore three targets are set based purely on the individual SEND needs:

- ideal expected individual progress rate
- less than ideal expected progress rate (but progress is still evident)
- more than ideal expected progress

Medical Conditions

Under the terms of the Children and Families Act (2014) and the EYFS framework (2021), we ensure that pupils with medical conditions which impact on their daily lives have an individual health care plan, detailing the nature of the condition and treatments/actions or proposed actions in place to manage the condition. This can include how debilitating conditions can be managed and how pupils can be supported within the classroom environment. These plans are held in the main school office. The plans are shared with classroom teachers and all relevant staff in school to alert staff to the condition and the location of the plan. On any educational visit, plans must be taken by the teacher responsible for the child and actions are carried out to ensure the well-being of the child and to maximise their inclusion via the adjustments made. Plans are held for pupils with severe asthma; epilepsy and severe allergies, amongst other conditions. Where a child also has SEN, the health information and actions will be incorporated within their school support plan or EHC Plan to ensure that all support is delivered and monitored in a coordinated way. All children requiring medication in school must have a parental consent form signed and we ensure all medications are handed over face to face with parents. All medication is stored in the main school office in a designated safe and is administered by a trained team of people. Records of all medication administration are also kept. We adhere to the statutory guidance in the document 'Supporting pupils at School with Medical Conditions 2014.

Facilities and Accessibility

Kingsley Primary School is designed on two floors with upper Key Stage 2 being located on the second floor. All areas of Kingsley Primary School are fully

accessible by all pupils and any modifications to increase accessibility have been carried out including ramps, handrails, a lift, accessible stage area, disabled toilet facilities including shower and electric high low changing bed.

Kingsley Primary School follows and adopts the guidance of accessibility as outlined in the SEN Code of Practice 2015 and the Equality Act 2010.
Further Information can be found in the schools Accessibility and Single Equality Policies.
Any accessibility adaptations that are required as a result of a child's individual needs will be carried to out to ensure full inclusion to activities and all areas of the environment.

Safeguarding

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. At Kingsley Primary School, we ensure that our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• being more prone to peer group isolation than other children;

• the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

• communication barriers and difficulties in overcoming these barriers.

We offer extra pastoral support for children with SEN and disabilities and the schools safeguarding policy covers all children in line with the statutory guidance for schools and colleges, Keeping Children Safe in Education (September 2020).

For further information please see Kingsley Primary School Safeguarding policy.

Physical Intervention
Use of reasonable force in schools (September 2020 Keeping Children Safe in Education)

All staff in school have a duty of care to ensure the safety of pupils. There are a number of staff within Kingsley Primary School trained in Team Teach and the principles of this intervention is followed.

Principles and Law

School staff have a statutory power to use physical intervention:

- to prevent pupils from hurting themselves or others:
- to prevent damage to property and
- to prevent a pupil from causing disorder or committing a criminal offence.

Schools CANNOT use force as a punishment. 'Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies@ DfE July 2013

When can Physical reasonable force be used?

In accordance with DfE statutory requirements, which state that:

There are circumstances when it is appropriate for staff in school and to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as restraining a pupil to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom." 'Keeping Children Safe in Education – Statutory guidance for Schools and Colleges – Sept. 2022– Pg. 41 – Para. 163

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. (2 Section 93, Education and Inspections Act 2006)

Physical intervention/Team Teach and/or use of the Time Out Withdrawal Space will only be used with a child, when this is assessed to be an absolute need in terms of safety of the pupil, peers and staff.

In Kingsley Primary School we follow the principles of the Team Teach approach to behaviour management. There are a number of staff trained in Team Teach Physical Intervention strategies across the school.

Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff may be required to physically intervene to prevent pupils from threatening the safety of themselves or others, damage to property, pupils
from committing a criminal offence and/or to prevent a pupil from causing disruption within a classroom or the wider school (including school premises).

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.
If physical intervention is necessary, it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly.

Parents or Carers will be informed as soon as practically possible in each and every instance (unless they have otherwise requested).
Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should:

- give clear instructions, warning the pupil of the consequences of failure to comply and
- remain calm throughout, explaining to the pupil that they are unable to allow them to damage or hurt others, and once they have calmed down and are no longer posing a threat, they will be able to cease the intervention and
- summon another member of staff, a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the initial member of staff suffering bodily harm. There will also be a witness if the pupil or parents/carers subsequently make allegations of assault.

When using physical intervention, the following principles should be observed:

- Staff should clearly understand under which circumstances it is acceptable and that it should not be used as punishment.
- The pupil, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied.
- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause harm. Only the necessary minimum force, to prevent injury or damage, should be used.
- Staff should be aware of their own feelings and how they may affect the situation
- Primary concern must be to return to normal as quickly as possible.

- All incidents requiring physical intervention should be reported to a senior member of staff and recorded as soon as possible after the incident on the relevant school's own Incident Report Form/s which are reviewed/updated on a termly basis.
- Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

The Use of Reasonable Force / Behaviour Positive Handling/ Use of Withdrawal Time Out Safe Space

At Kingsley we understand that children with additional needs may have difficulties with emotional regulation and may have episodes of related negative behaviour. We take each incident of behaviour individually based on the needs of the child. Positive reinforcement is provided for all pupils and suitable consequences are given as a result of negative behaviour. Consequences are appropriate to the child's level of understanding, cognitive ability and diagnosis if appropriate. (Further information can be found in the schools behaviour policy.)

There may be rare occasions where positive handling/reasonable force is required as a last resort. If a child is in crisis and at risk of harming themselves and/or others or damaging property then school staff will intervene appropriately in the safest possible way. After all means of de-escalation have been used, a child will be directed to follow any warnings given and it will be explained that if the behaviour continues then a trained members of staff, through the Team Teach training, will intervene to prevent further injury or distress. Parents will be informed in all cases where positive handling has occurred. A time out withdrawal room is located at the rear of the leadership office if required to ensure the safety and dignity of all pupils and staff.

An incident report form is completed following the use of the withdrawal time out safe space. There is rationale for the use of the Time Out Withdrawal Space.

Intimate Care

Where pupils require intimate care changing or medical intervention, Kingsley Primary School receive all necessary training as described in the Supporting Pupils with Medical Conditions Policy.

School liaise closely with parents/carers and a care plan is created where necessary. The privacy and dignity of all pupils is respected and designated disabled changing areas within school are allocated. For further information please see Intimate Care Policy.
Parents will be informed of any changing/intimate care that is not typical and expected for the individual child.

SEN Funding

The SEND provision is funded largely from the allocation of the additionally resourced funding and individual pupil high needs top up and through the school's notional SEN budget. It is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. 1:1 additional support is funded by the LA SEN department following the policy for application for additional funding from the IPS funding panel. This is applied for by the school SENCO and must be agreed by the SEND Funding Panel team. A review system of 1:1 SEN funding takes place as requested by the LA SEN manager.

The Kingsley Primary School Additionally Resourced Provision is funded by the LA SEN Department. Termly meetings take place between the SENCO Head Teacher, SEN Officer and Finance Manager to confirm allocation of places and funding.

Identification, Assessment and Review Procedures

Kingsley has adopted the graduated response model for assessment of special educational needs and the SEND code of Practice requirements of the Graduated Response – Asses, Plan, Do Review model.

Action by class teacher (prior to involvement of the SENCO,) class teachers will be expected to have undertaken the following actions:

- Use existing information and assessment as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what a child knows, understands and can do
- Consult and liaise with parents on pupil progress
- Provide additional classroom support by means of differentiation and modified teaching for learning evidence
- Intervention and Personalised intervention plans to be created as directed by leadership

- Pupil progress evidence to be collated, monitored and discussed with Key Stage team leader

Early Years SEN Provision at Kingsley Primary School including Little Gems- 2 Year Old Provision

We adhere to the requirements of the EYFS Statutory Framework (2014) for our 2 year old provision/ nursery and reception settings. Our assessment of SEND is within our overall approach to the monitoring of the progress of all pupils using the Early Years Outcomes Guidance on expected 'typical' levels allocated to each age band across seven areas of learning:

- Communication and language (CL)
- Personal, social and emotional development (PSED)
- Physical Development
- Literacy (L)
- Mathematics (M)
- Understanding of the world (UW)
- Expressive arts and design (EAD)

Staff provide parents of all foundation stage pupils with a written summary of their child's development in prime areas of learning in a settling in report and in an end of year school report. Strengths and areas of concern are highlighted and discussed with parents. Where a SEN/disability already exists parents are invited into school each term to discuss the graduated approach including a support plan for their child each term. (In line with all pupils with SEND at Kingsley)

Identification of SEND at Kingsley Primary School

If there are concerns regarding a pupil in school they are assessed through ongoing observations of child initiated tasks/play, through practitioner led focused tasks/shared time, class involvement, social interactions in addition to more formal assessment points. Assessments of pupils in all areas from within the setting are given particular consideration in informing decisions about whether a child may have SEN, and where relevant, with parental consent advice from eternal agencies beyond the setting are explored. Parental views and observations are considered in conjunction with these. Where it is deemed that a child has "significantly greater difficulty in learning" than peers or is prevented/ hindered from accessing our facilities due to a disability, then SEN provision is made which is matched to need. The four main areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Many pupils have needs in more than one area, and provision will take account of all needs. We aim to use good quality/evidence based intervention strategies and tools and specialist resources where needed. This will be child and family centred support, and we aim for consistency at home and in the setting through effective liaison. The effectiveness of strategies and approaches are judged within and inform the assessment of need and inform our future planning within a graduated approach of SEND support. Where we identify a child as having SEND, parents are informed, and we work closely with them in establishing the most effective provision to be put in place. Parents are fully informed of any provision put in place.

School Concerns / Team leader monitoring

Concerns remain despite the class teacher implementing all aspects of support and ensuring high quality first teaching within their classroom. Evidence shows that despite differentiation and other arrangements, makes little progress due to underachievement, behaviour sensory/physical or communication/interaction difficulties. Intervention and support is implemented and monitored by the team leader and adequately provided within the school environment and with school staff and resources.

- Class teacher/team leader discuss, look at existing and collect additional information,
- If necessary SENCO becomes involved and team leader/ class teacher discuss with parents and liaise next steps and further support.
- Team Leader takes lead in further assessment and planning future support if necessary.
- Interventions may include different materials or groupings, adults developing
  Interventions or some advice from specialist support.
- Intervention plan created highlighting 3 to 4 targets, specific to the individual needs of the child.

Monitoring will be undertaken continuously via the team leader and this information will be shared during senior leadership pupil progress meetings.

SEN Support

Pupils are placed on the school register as SEN Support in agreement with parents and professionals when pupils continue to cause concern despite the school intervention and support systems or when their disability or level of provision requires further monitoring, intervention or targeted specialist support.
Identification includes:

- pupils are unable to make appropriate progress and this involves external experts advising on new targets, specialist assessment, advice on new strategies, additional support and intervention
- where little progress has been evident over time at in school and all other means of intervention have been explored.
- where academic levels are below average expected level or complex physical/sensory/communication/ interaction difficulties are presenting further concern.
- discussions with SENCO/teacher/external agency representatives/parents/ carers have considered and agreed range of approaches/materials including ICT/ learning styles/ systems.
- a disability or impairment which is long term.
- A long term health condition which impacts on the childs provision.

The Graduated Response Cycle ensures that :

- 3 to 4 specific targets are set specific to the needs of the individual needs of the child
- Support Plans are discussed with parents and reviewed termly,
- SENCO continues liaison with external outside agencies to ensure the support and provision is appropriate for the individual child
- SENCO has continuous liaison with parents and holds SEN review meetings as necessary
- SENCO continues to have liaison with family Support Worker as necessary

Graduated Approach to SEN Provision
The Graduated Approach cycle is used throughout the whole school.

Assess
In identifying a child as requiring SEND support, the SENDCO and class teacher will have analysed the pupil's needs in liaison with the parent. Needs-specific provision will be provided including key target areas for intervention. This provision and the initial assessment are regularly reviewed and, where progress is limited, specialist assessment referrals will be made with parental consent.

Plan

Parents, the SENDCO and class teacher identify and record-agreed target outcomes, interventions, support, expected impact and review date. The views of the child will be taken into account if appropriate. Interventions will be evidence-based and provided by staff with relevant skills, knowledge and understanding. We ensure that staff are provided with professional development sufficient to meet the particular needs of pupils with SEND. Within the planning process, we will also fully inform parents in how they can provide support to their children at home.

Do

The teachers and identified staff are responsible for the day to day implementation of provision in relation to SEN, with support from the SENDCO and other professionals where relevant. The SENDCO will support teaching staff in assessing how well the child with SEN has responded to the provision, and will assist in problem solving and in the effective implementation of any support.

Review

Reviews are agreed at the planning stage, the impact and quality of support on a child's progress is discussed with parents during the face to face meetings. This cyclical approach is revisited frequently to maximise the progress of the child with SEN. At every point, parents will be engaged within the process at mutually agreed times. At Kingsley Primary School the SENDCO coordinates the graduated approach in close partnership with all other staff.

Personalised Support Plans

All children on the school SEN register have a support plan which forms part of the graduated response process within school. Individual support plans are reviewed and updated termly by their class teacher with the assistance of the SENCO if necessary. The SENCO identifies the areas of difficulty that requires key targets and ensure that they are created by class teachers and discussed each term with parents during a dedicated SEND parents evenings. They will achieve the following:

- Raise achievement of pupils with SEN
- Be seen as a working document shared with parents and child
- Use a simple format which is jargon free
- Detail provision 'additional to' or 'different from' that generally available for all pupils
- Detail targets which are 'extra' or 'different' from those for most pupils

• Be comprehensible to all staff and parents
• Promote effective planning and intervention to address and support areas of difficulty
• Support pupils with self monitoring of progress and promote self esteem and success
• Result in good planning and intervention by all staff
• Result in the achievement of specified learning goals for pupils with SEN

Support Plans will include:
• Up to three or four key individual, measurable targets set to help meet individual
needs and particular priorities
• Targets will relate to key areas in communication, literacy, mathematics, behaviour, physical skills, social, attention and concentration
• Successes underpin targets and strategies in order to ensure progression

Support Plans will consist of :
• Teaching strategies to be used
• Provision to be put in place
• When the plan is to be reviewed
• Success criteria
• Outcomes (recorded when Support Plan Targets are reviewed)

When the Support Plan is reviewed the following will be considered:
• Progress made
• Parents' views
• Pupil's views if appropriate
• Effectiveness of the Support Plan
• Any specific access/resource issues that impact on progress
• Any updated information and advice
• Future action, including changes to targets and strategies

As part of the process 'progress' will be monitored and defined as:
• 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 pupil's previous rate of progress
• Ensures access to the full curriculum with the use of key skills
• Demonstrates improvement in learning self-help, communication social, physical or
personal skills or behaviour, attention and concentration

Statutory Assessment /Education Health Care Plans

If following actions from school concern and when SEND Support remains a high priority the SENCO will discuss the initiation of the Statutory Assessment process with the Head Teacher, Outside Agencies and Parents/Carers.
An application form is submitted to the LA SEND Panel team for a request for statutory assessment.
Following this, if accepted, assessments are carried out and reports are compiled by all parties (school and external) involved with the child.
Legal Requirements ensure that Statutory Assessment is completed in 26 weeks from the initial form being accepted by the Local Authority.
Once all reports are submitted the LA SEN team make a decision to award a statement of special educational need or implement other support plans. Parents can appeal against the decision if they disagree with the outcome and further investigation is then carried out. Information on appeal procedures can be found in the LA SEND Policy and Local Offer.

Education Health Care Plan

An Educational Health Care Plan is a legal document which clearly outlines the individual needs of a child, the strengths and areas of difficulty, current levels of attainment, all aspects of provision both educationally and non educational. This includes:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special
  educational needs
- Identify the type and name of the school where the provision is to be made
- Information and collaboration with health and social care
- Objectives and outcomes identified relating to all areas of need
- include relevant non-educational needs of the child
- Include information on non-educational provision

Annual review of an Education Health Care Plan

All children who have an EHC Plan are reviewed annually by the LA in partnership with school, parents/carers, children and other agencies involved. Special arrangements for End of Key Stage assessment tasks and tests are made in line with guidelines in Assessment and Reporting Arrangements (QCA/DFES)

All parties involved in the child's care and learning are invited along to the annual multi agency review to discuss progress and to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review focuses on what the child has achieved as well as on any difficulties that need to be resolved.
At an annual review in year 5, we provide clear recommendations as to the type of provision the child will require at the secondary school stage. This makes it possible for the parents to visit secondary schools and to consider appropriate
options for secondary school transition before the child is in year 6. The SENCO of the receiving school is invited to attend the final annual review in the autumn term of year 6 at the primary school of pupils with statements, to allow the receiving school to plan appropriate transition for the child.

SEND / Additional Needs Register

A list of children and the Code of Practice stage they are at is held by the SENCO so that the register can be updated termly. From this list and discussions with staff, a priority list for reviews and assessment by outside agencies including the Educational Psychologist, Speech and Language Therapy etc is compiled at the beginning of every term during planning meetings. All priorities are agreed with the head teacher prior to the meetings.
Children are only placed on the SEN register after consultation and agreement with parents. Parents are informed of progress at least termly and removal from the register is also consulted with parents.

Names of children with a diagnosis of Dyslexia are kept in the SEND Files and teachers are kept informed of in-school assessments and monitoring of progress. Teachers are provided with individualised areas for development following assessment by S Dixon. (Learning Support Teacher) Monitoring then takes place by the SENCO and Key Stage Leaders to ensure any adjustments, extra support and intervention is taking place.

Admission Arrangements

Children are admitted to school in line with the LA admissions policy. Children with special educational needs who live in the admission zone are admitted after consultation with parents/carers and agencies who are involved in assessing the child's special educational needs. The LA also identify children who require additionally resourced places this is in conjunction with the head teacher and SENCO.

Children are admitted to Little Gems 2 Year Old Provision via the Local Authority 2 Year Old placement Officer. Children who are eligible are identified and school are informed by the LA. Mrs Skedd holds the placement list and waiting list as necessary. All children who are eligible are admitted when a place becomes available using the same criteria.

Children are admitted to Nursery following the Kingsley Nursery admissions Policy. All children are invited to Pre-nursery groups prior to starting nursery full time and any child identified as having additional needs is added to the SEN register at the appropriate level following initial consultation with professionals, parents and the LA using assessments within school.

The LA at times identifies individuals who need access to the additional resourced provision and transition before they begin nursery. The school SENCO, head teacher and parents/carers arrange a program of transition for the child and they are then invited to join Kingsley pre – nursery group sessions in the Kingsley Support Centre.

Partnership with Parents and Carers

Kingsley school works in partnership with parents and carers in relation to the recommendations highlighted in the SEND Code of Practice. Parental confidence is a large part of the school ethos and close home/school links are an integral part of the SENDCOs role from a very early age. Kingsley Primary School aims to work in partnership with parents and carers to ensure that children's special educational needs are identified, met and regularly reviewed. Parents are provided with on going information and updates of all involvement of their child with external outside agencies. They are given the opportunity to meet with any agency who has assessed or been involved with their child. Copies of reports are forwarded to parents and discussed with them at the time. All staff in school are responsible for developing a positive relationship with parents and carers to ensure that they feel welcome in school and that their contribution is valued. Parents are treated as partners and are welcome to discuss their concerns with the SENCO, head teacher or class teacher at any time and can seek assistance with any assessment procedure.

Complaints

Hartlepool LA has a procedure for considering complaints from parents and carers relating to special educational needs. In the first instance it is hoped that parents and carers would discuss their concerns with the SENCO or Head Teacher at the school. If parents wish to make a formal complaint, details of the procedure can be obtained either from the Head Teacher or from Hartlepool LA.

SEN Governor

Mrs Julie Vale and Mr John Vale are the named lead SEND Governors, who liaise with the SENCO in the monitoring and evaluation of SEND provision termly. All additional SEN information is shared with the lead governors as necessary and arranged core governor meeting are held termly with the senior leadership team. Further SEND information is shared with the whole governing body during scheduled meetings with the head teacher.

Resources

It is the responsibility of the SENCO to ensure that specialist and non specialist resources are in place and used to support the progress of individual children on the SEN register.

- Accurate teaching assistant deployment and management of teaching assistants in school.
- Specialist teaching resources to support acquisition of basic skills e.g. high interest/low level reading materials.
- Resources aimed at specific groups of pupils: e.g. Nessy, Reading Plus, Plus 1/2 ICT software.
- Additional facilities to support inclusion of pupils with physical/medical needs including personal hygiene and care.
- SEN assessment resources including an additional learning support teacher for approximately one day per week.
- Access to small group/booster interventions as appropriate and outlined in the pupil progress files. (Children who do not have identified SEN may also access these initiatives as part of our whole school provision.)
- Enhanced SEN provision to support the development of life/ social skills – use of Jump 360, The Wacky Warehouse facilities and High Tunstall Hydro Therapy Pool.
- Daily social snack time for pupils identified as requiring additional support in this area. Agreed with parents, teachers and outside agencies.
- Access to Rebound Therapy as available with trained members of staff.

Transfer of Information for Children Moving School

Children registered as having special educational needs who leave to attend another primary school have their records forwarded with all other school information once we have been informed that they are on roll at another school. If a discussion personally is required then the SENCO has a meeting and a face to face hand over is carried out.

Children who join Kingsley's roll who are registered as having special educational needs are monitored at the stage they were placed at by the previous school. A decision about whether to maintain them at that stage or to move them to another stage is made at the next review date, or when assessed in school .

Children moving from Kingsley to a secondary school will have a review of their special educational needs prior to transfer. Secondary SENCO's have a face to face discussion meeting with Kingsley SENCO, Y6 Teachers, Kingsley Family Support Worker and if necessary Y6 Teaching Assistants. All SEN files are handed over in person to the receiving secondary school.

Transition for Additionally Resourced Pupils

Additionally Resourced pupils transferring to or from another Primary School have a planned transition program agreed by school, parents/careers and all external agencies to ensure a smooth transition. The period of transition depends on the individual needs of the pupil and the length of observation and interaction required by the receiving school before a complete handover. Throughout the transition program close liaison occurs with school and parents. Support/ teaching assistants are identified immediately and are included in the supporting of the transition program.

Organisation

A list of children identified as having SEND and all key information is kept in the Head Teachers Office and in the SEND office within the support centre.

Individual pupil SEND files are kept in the SEND office and are organised to an agreed format. Pupils on SEN Support have blue files and pupils who have a statement/EHC Plan have red files.

SEN Organisation and Monitoring/Accountability Files are updated continuously and are kept centrally in the SEND Office.

The SEND data file includes ongoing monitoring of pupil progress of all pupils on the school SEN register.
Termly Graduated Response information is kept within classrooms and passed on to the SENDCO termly following the review process.

Monitoring and Evaluation

The SEND policy is reviewed annually. The Governing Body's annual report to parents includes information on:

- The implementation and effectiveness of the SEND policy
- Changes in the SEND policy
- Consultation with our schools and the LA

Success Criteria

Criteria for the success of the SEND policy will be:

- Raising levels of attainment and achievement of children with SEND against targets set in Support Plans;
- Prompt identification and assessment of special educational needs in partnership with the LA and outside agencies;
- Accurate and up to date records for children with special educational needs;
- Positive partnership between parents/carers, school and professionals.
- Numbers of parents/carers and children attending/contributing to review meetings;
- Support Plans with targets appropriate to the child's needs;
- Positive feedback from SEND parents evenings and during parental response questionnaires.

POLICY UPDATED June 2024

Mrs N Barrass
SENIOR ASSISTANT HEAD TEACHER/SEND MANAGER