SEND Policy

Policy Monitoring, Evaluation and Review

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0.1	Nov 2021	NR	Annual review
0.2	Nov 2022	NC	Annual review
0.3	Nov 2023	NC/AB	Annual Review Pg 6- amendments to interventions ran in school
0.4	Nov 2024	NC/AB	No amendments needed. Annual review
0.5	Nov 2025	MO/EL	Amendments of authors of document. Both MO/EL newly appointed SENCOS.
0.6	Oct 2026	MH/EL	Name change for Milli Hamp (previously Overton). No other amendments needed. Annual review of document.

SEND Policy

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Kestrel Mead Primary Academy we aim to ensure your child achieves the very best they can at school whilst ensuring that they are included in all aspects of learning and school life. We aim to meet the needs of all the children through a broad, balanced and exciting curriculum.

At times, some children require additional support or intervention to help meet their needs or improve their learning. The decision regarding when to give extra support is made by the school with parents' and carers' full involvement as we are aware that, as parents and carers, you know your child best.

2. Legislation and guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- **Part 3 of the Children and Families Act 2014,** which sets out schools' responsibilities for pupils with SEN and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Erin Lynch (Infants) and Milli Hamp (Juniors)**

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed with the teacher and shared with parents. An *'investigating individual needs'* plan will then take place.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
    - Is significantly slower than that of their peers starting from the same baseline (*two year delay in reading age, two year delay in spelling age, two year delay in maths age, Level 1b on entering year 3)*

- makes little or no progress even when teaching has targeted identified areas of weakness
- consistently presents emotional or behavioral difficulties which are not reduced by behavior management techniques usually used in school
- sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- communication and/or interaction difficulties, and continues to make little or no progress despite a differentiated curriculum
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register at SEND Support.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are

required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transitions to different key stages are important and often Transition books are made to support the child with the transition and make the change as easy as possible. When moving between our key stage 1 site and key stage 2 site, the children receive taster days and sessions to support the transition.

When a child gets to year 6, support is given through taster days and transition time to ensure the transition is as smooth as possible.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions (see attached documents for further information on Interventions):

- Early Words interventions
- Numicon- breaking barriers to learning intervention.
- Fun time sessions/Play Interaction
- Dough Gym/ Big Moves
- BRWP Reading Schemes
- 1:1 Reads
- Phonics Interventions/boosters
- Nessy Intervention
- Early words
- Lego Therapy
- Colourful semantics
- Talk Boost EYFS/KS1/KS2

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as **fun time, Early words, Play Interaction, BRWP** which will support pupils on a 1:1 basis when they are require additional support.

Teaching assistants will support pupils in small groups when support is required.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Learning, Communication and Interaction Support service
- Early Years Support Team
- Autism Support team
- Social, Emotional and Mental Health Support Team
- Education Welfare Officer
- Visual/Hearing support
- Speech and Language Therapy
- School Nurse
- ADHD Solutions

5.9 Expertise and training of staff

Our SENCO has completed her National Award for SENCOs

In the last academic year, Fun time/ Play Interaction, Early Words and BRWP, SEMH and nurture training.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using data to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see the School's Accessibility plan for more information on how we support disabled pupils.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of different after school clubs and sessions.
- Pupils with SEN take part in social groups and playground group games to support their social needs.

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

Kestrel Mead Primary Academy work closely with our outside agencies. Our outside agencies work hard to offer advice and support to all our children. A Joint planning meeting is held twice a year where professionals all sit down with their caseloads and prioritise for the year ahead. They then arrange a time to support and come in to see different children and offer strategies and advice to then support.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the **class teacher** in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

Parents can look for support with services by contacting SENDIASS.
http://www.sendiassleicester.org.uk/

5.16 Contact details for raising concerns

If your concern is regarding SEN, please contact the school office on 0116 2461732 and ask for Mrs Lynch (Infants) and Mrs Hamp (Juniors)

5.17 The local authority local offer

Our local authority's local offer is published here: www.localofferleicester.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed **Milli Hamp and Erin Lynch (SENCOs) every year.** It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.