



Khalsa
VA Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Introduction

This policy complies with the Children and Families Act 2014 and Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 2014
- Schools SEN information report Regulations (2014) (see www.sendgateway.org.uk)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility plan
- Teachers' Standards 2012

The Special Educational Needs Coordinator (SENCO) role is shared by Ms P Sehmi, (Headteacher) and Ms J. Butler (Deputy).

Contact details – Tel: 020 8574 9045– Email: head@khalsa.ealing.sch.uk

Definition of Special Educational Needs

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

A child of compulsory school age has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have 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 means:

- For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.
- For a child under two years of age, special educational provision means educational provision of any

kind.

A child under compulsory school age has SEN if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (English as an Additional Language – EAL).

Disabled children

Many children 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 term ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Khalsa Primary School and its philosophy

At Khalsa Primary School, children are at the centre of everything we do and we aim for excellence in everything.

We are focused on rising above the ordinary by developing an education which can transform lives and communities. Inspired by our Sikh faith we want each child to reach their full potential in spirit, heart, mind and body.

We are determined to provide an inclusive ethos where pupils are happy, safe and secure. We want our pupils to strive for continuous self-improvement in all aspects and be empowered to become respected citizens to enable them to make valuable contributions locally, nationally and globally.

Our school vision statement:

Knowledge

Khalsa Primary School provides all children with a broad, balanced and vibrant curriculum based on the National Curriculum. We teach children about, and encourage them to act in line with, both British values, and the values inherent in the Sikh faith.

We ensure this by rigorously monitoring, reviewing and revising teaching across the curriculum to make sure it is well-planned, engaging and inclusive for all.

Harmony

The school is committed to maintaining harmonious relationships within the school and wider community. By building these positive relationships we endeavour to represent our community in a positive way.

We ensure this by developing and maintaining good relationships with all stakeholders through clear and effective communication.

Ambition

At our school, we have high expectations of our children and our staff. We aim to employ or develop outstanding practitioners, who are passionate about helping children to achieve their full potential. Our governing body provides robust, supportive and strategic leadership to develop this ambition.

We ensure this by maintaining effective teamwork, solution-focused approaches and always striving for the best.

Learning

Our community fosters an inclusive teaching and learning setting which is focused on the achievement of everyone. Numerous opportunities are provided for children, parents, governors and staff to learn and celebrate academic success.

We ensure this by having appropriately qualified and well-trained staff and governors with ongoing professional development mirroring their responsibilities.

Spiritual

The key tenets of the Sikh Faith are immersed in all aspects of school life: by working hard (Kirat Karna), sharing and caring (Vand Ke Shakna) and remembering God (Naam Japna), the school is able to demonstrate Sikh practice in everyday life.

We ensure this by incorporating spirituality in daily communal prayers in the Darbar Sahib, assemblies and special occasions where the whole community join together and celebrate. We reward children who follow the golden rules.

Achievement

At Khalsa we provide pupils and staff opportunities to achieve their full potential within a happy, caring, safe and secure environment.

We ensure this by recognising and celebrating achievement of everyone through relentless focus on pupil progress and attainment.

Objectives

- To identify and provided for pupils who have SEN and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- To provide a SENCO who will work with the SEN policy
- To provide support and advice for all staff working with pupils with SEN.

Identification

A child may give cause for concern for a variety of reasons:

- Difficulties in dealing with concepts and experiences appropriate for their age
- Difficulties in communicating in different forms (verbal, written, gesture and expression)
- Difficulties due to emotional, social or mental health problems
- Medical or health problems
- Disabilities such as a physical or mental impairment

In order to provide for an individual child's needs, the prerequisite is identification of those needs. This should not be a negative process. We must account for the child's strengths and attempt to build on those areas, to enable the child to work with confidence and understanding.

Aspects which may impact on progress and attainment but are not considered SEN are:

- Disability (though there may be some overlap with SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identification of a child with special needs can be made in a variety of ways:

- before they start at our school

As soon as we know that a child will be attending our school we start to find out more about them, so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

- Completion of the additional needs form
- Parent information meetings
- Work with previous schools or educational settings
- School or class visits before children start
- Home visits (nursery)
- Talking to or reports from other professionals

- whilst they are at our school

By pupils telling us

- Talking to staff
- Circle time
- Feedback in books

By parents telling us

- Informally talking to staff
- Parents' evenings
- Formal/ arranged meetings with staff
- Providing written reports / information

By teachers' discussions and using their assessments

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil termly, in order to ensure that all pupils are making good progress and will achieve their targets.

Regular staff meetings to discuss SEN are held when information is shared with staff and teachers can discuss concerns and consult others for advice.

Support staff who deliver specific intervention programmes and who closely work with the teacher are also be involved in discussions with both the class teacher and SENCO.

Other information

We might also use other sources of information to ensure pupils are happy, making good progress and do not need any other support.

- Analysis of behaviour logs.
- Analysis of welfare logs.
- Pastoral records.

During a review of progress

Review meetings happen termly.

For pupils with Statements of SEN or Education, Health and Care plans (EHC Plan), meetings will be led by the SENCO with children, parents, support staff and teachers where possible.

For pupils with SEN Support teachers will lead termly meetings with parents and pupils.

Graduated Approach to SEN Support

Initial concerns

When a concern has been raised about the development of a pupil:

- The class teacher will discuss this with the SENCO.
- The class teacher will then meet with the child's parents, where possible, to discuss their concerns to develop an understanding of the pupil's strengths and difficulties.
- Agreed next steps and outcomes should be sought,
- A meeting log will be completed and if necessary a record of concern will be completed.
- The SENCO must be informed of the meeting; she will keep the record in a file and records the concern on the school log.

Prior to placing a child on the SEN register a number of factors will be considered.

- Quality First Teaching (QFT) – the role of the class teacher, planning and differentiation to support children.
- Provision and impact of wave 2 interventions (e.g. social skills, from Buy-in SLT, targeted groups)
- Engagement of early years/outside services if necessary.
- Other factors which may affect children's progress

Managing Pupils Needs on the SEN register

SEN Support

The concerns will be recorded and the child placed at the appropriate stage on the SEN register.

Extra provision may be given through small group teaching or the provision of resources. A provision plan will be drawn up by the class teacher in consultation with the SENCO and parents. The provision will then be implemented and reviewed on a termly basis.

Referral to outside agencies

If a pupil needs more specific provision the class teacher and parents in consultation with the SENCO and other involved adults, will discuss the child's needs and advise the parents/carers on how to access other professional services - for example speech and language therapy and occupational therapy. Sometimes checklists are completed or advice sought from therapists in school. Referrals can be made via the school for some services, but some services can only be accessed from the GP. Extra provision may be given through group programmes and the provision of resources. Advice and objectives from external professionals will be included in the child's SEN Support plan, which will be reviewed by the class teacher, parent and child (Y2 and above) as part of parent's evening. Where therapists are involved they will review outcomes at least annually.

Education, Health and Care Plans

If the school and parents, in consultation with external agencies, feel a pupil needs further provision a request can be made to consider providing an Education Health and Care plan (EHC Plan). Children remain at SEN Support pending the outcome of the consultation. The exact process of developing an EHC Plan is still being piloted in Ealing and will be developed over the next few years.

A child with an EHC Plan is given a level of need by the LA. The school has to provide the first portion of funding and the LA will top up as is decided during the development of the EHC Plan.

The pupil should continue with a provision plan identifying what is additional and different to the curriculum plan.

Provision Plans

Provision Plans show all of the targeted groups, supported sessions, resources, training and preparation implemented for the child, as well as skills to be built on by the class teacher. They are often based around advice given by external professionals as well as goals developed through discussion with staff, parents and pupils. The provision is reviewed termly and outcomes recorded, provision can then be amended or changed depending on the needs of the child. This will usually come from the local offer.

Review Meetings

An EHC Plan is reviewed annually and measures the effectiveness of provision. All involved adults (including health professionals, outside agencies, school staff, and parents) and the pupil discuss the termly and year's progress, amending the EHC plan where necessary. The pupil will produce a booklet to present at the Annual Review which they may present themselves or choose an adult to present on their behalf.

EHC Plan review meetings are carried out every term to monitor outcomes and the progress children are making. School staff, parents and pupil (Y2 up) will review the provision, outcomes, progress and then suggest any amendments or changes to the provision plan. These meetings will be held during the school day

Reviews for pupils at SEN Support will be held as part of parents evening with the class teacher, parent and pupil. The SENCO may attend some meetings or be available if needed.

Sometimes these reviews may not coincide with reviews by outside agencies and amendments may need to be made in the interim. Likewise should a pupil meet outcomes more quickly or really struggle with goals they may be amended in the interim.

Criteria for Exiting the SEN Register

For pupils with MLD or SpLD: During the year some pupils will make enough progress in reading, writing or Maths; to close the gap with expected attainment levels for their age. This means they cannot be supported via wave 2 interventions which will boost their learning further so that they meet national expectations. For example a pupil in year2, who was previously working at P levels or level 1, achieves a 2c by the end of the year.

For pupils with SLCN: Some pupils will make sufficient progress with their Speech and language targets that they no longer need intervention from therapists and are removed from the SLT caseload. Sometimes children may still participate in SLT groups within school to help sustain their progress.

For pupils with SEMH: Where pupils have made progress by reducing the frequency of incidents, and have begun to overcome their needs they may be discharged from services such as the Primary Behaviour Support and Art Therapy. Sometimes children may still participate in social skills groups within school to sustain their progress.

Supporting Pupils and Families

The school provides an annual report to parents on pupils' progress including pupils with SEN.

At termly parents evenings pupils at SEN Support meet with class teachers to discuss outcomes and review progress. This review is carried out during the school day with the SENCO. TAs are also present for a pupil with a statement or EHC plan. The pupil's views are included either during the meeting or their views can be gathered during preparation (age appropriate). A record of outcomes and provision amendments is shared with parents, relevant school staff and outside agencies.

The school holds regular meetings for parents to develop their understanding of school content and wider aspects of developing the whole child.

The school staff are available to meet parents after school for a brief update or by appointment for longer meetings. Other therapists working within the school such as SLT, OT and EP will also make appointments to meet parents for children they are involved with.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE.

Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEN and a statement or EHC Plan, which draws together a pupils educational, health and social care needs; the SEND Code of Practice 2014 is followed.

The school will only administer medication where a request to administer medication form has been completed by the parent/carer of a pupil. The form is to be completed prior to the pupil starting school, if already in attendance, as soon as the condition is identified.

Following receipt of a request to administer medication form the Headteacher or designated person will discuss with staff the nature of the request and whether or not they are willing to administer the medication; they will also identify whether staff are competent to administer the required medication. Staff are deemed competent to administer medication in tablet or liquid form but must have received training in any medical techniques required, e.g. use of EPI-PEN for anaphylaxis, use of blood tester or insulin pen for diabetes.

A Health Care plan for the pupil will be prepared. This will indicate the date of request for administration and approval and will provide as much information on the medical condition as is available. The health plan follows a standard format but will vary dependent on the medical needs, e.g. short term or specific condition. Usually a health care plan will be drawn up with the school nurse, who will regularly review them. Health care plans will need regularly updating to ensure information is current. For pupils with asthma information is recorded on a form and card produced by asthma UK.

For further information see the Medication and First Aid policy

Monitoring and Evaluating SEND

The SENCO monitors and evaluates the practices of teachers and provision for pupils including those with SEN, then feeds back to staff about strengths and areas to develop. This is done in a number of ways through observations, learning walks, book scrutinies and pupil interviews.

The SENCO formally observes support staff regularly; informal observations are also carried out. Feedback is given about TAs practice, including strengths and areas to develop. As part of their appraisal support staff are set goals to work towards to improve their practice.

The progress and attainment of pupils with SEN is monitored every term by the SENCO and feeds into whole school termly monitoring. Using information from pupils SEN reviews, senior leadership and therapist monitoring, provision for pupils with SEN is evaluated then amended or changed as required. Termly and annually the effectiveness of different interventions are evaluated. Interventions may be changed or amended to best deliver provision which matches the needs of the pupils with SEN and tackles school priorities.

Training and resources

All staff have had training on the new SEND Code of Practice 2014, through a local authority advisor as well as an introduction to speech and language needs and social skills.

All teaching staff have basic training in SEN as part of their teacher training. Newly qualified teachers also attend extra training through the LA in their first year. Some teaching staff have received training in supporting pupils with ASD.

The school has a number of highly skilled support staff. Different staff have received training from therapists and outreach specialists in supporting and implementing programmes in the following areas: ASD, SLT, and OT. TAs have also been trained to deliver intervention programmes such as talking partners, catch up Maths and social skills.

Outside professionals regularly visit the school and as part of their role, offer training to different staff. Staff are also able to attend courses offered by the LA linked to the school priorities.

Many informal training and advice sessions are held within school through regular meetings for teachers and support staff with the SENCO.

A variety of resources to support the range of interventions we offer are provided by the school. These include various reading books and activities, speech and language resources, resources to implement OT programmes.

The school currently buys-in to speech and language therapy support for 5 days per term, where a range of training, advice, resources and modelling are developed to support specific children, targeted groups, whole classes or the school as determined by need. .

Roles and Responsibilities

SENCO – Ms P Sehmi and Ms J. Butler

- Overseeing the day to day operation of the school's SEN policy
- Co-coordinating provision for children with SEN
- Liaising with the relevant Designated teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN Support
- Advising on the deployment of the school's SEN and notional budget and other resources to meet pupils' needs effectively
- Managing and supporting Inclusion support staff
- Liaising with parents of children with SEN
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- A key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Overseeing the management and working with the buy-in speech and language therapist.

SEN Governor

- Ensure that necessary provision is made for pupils with SEN and that their needs are known to those who teach them.
- Ensure that teachers are aware of the importance of identifying and providing for those pupils who have SEN
- Ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN.
- Report to Governors on the implementation of the school's policy for pupils with SEN.

- Have regard to the SEND Code of Practice 2014 when carrying out its duties toward all pupils with SEN.
- Ensure that SEN policies are followed correctly.

SEN TAs

All TAs have some responsibility for the provision of support with pupils with SEN. Their role is to deliver specific programmes and support within the classroom

The TAs who exclusively support pupils with SEN have specific qualifications.

Designated Teacher with safeguarding responsibility – Ms. P Sehmi

Staff member responsible for PPG/LAC funding – Ms P. Sehmi

Staff members responsible for pupils with medical needs – Mrs A. Kaur & Mrs Sungoo and Mrs Sehdev

Storing and Managing Information

Individual pupil files are kept on all children at SEN Support or with EHC plans. Provision Plans with reviewed outcomes are filed, with any outside agency reports or intervention. (Such as information from EPs, SENS, SLTs, OTs and SS reports). All staff who are working with a child with SEN will have a provision plan and copies of reports from professionals.

KS1 and KS2 pupils' reading, writing and Maths assessment levels are recorded and tracked termly. The SENCO keeps a record of reading and spelling ages for pupils at SEN Support or with EHC Plans (Y1-6). Progress in the EYFS is recorded in pupils' foundation stage profiles and attainment data is recorded on termly basis.

Reviewing the policy

This policy is reviewed by the SENCO on an annual basis. However in the current climate of change amendments may be necessary more frequently initially as new information comes to light and procedures develop.

Accessibility

The school endeavors to provide facilities to enable access for pupils with SEND. This includes physical access, accessibility of written materials, as well as visits and lesson content. The school has an accessibility plan which sets out how we plan to increase access for all pupils. See Access plan.

Admission arrangements

The school strictly adheres to the LA guidelines for admission of pupils, including those with SEN.

Dealing with complaints

If a parent has any concerns about SEN provision made for their child they should in the first instance contact the class teacher.

If you are concerned at any time please contact a member of staff at school in this order:

- Key Stage phase leader
- SENCO
- Head teacher
- Chair of Governors

The school's complaints procedure can be found on the school website.

Finally, concerns can be raised with the LA.

Bullying

- As a staff, we will use our own adult behaviour as a model of what we expect of our children
- To minimize bullying we aim to build on our school positive behaviour policy
- We will raise awareness of bullying through our PSHE curriculum, encompassing circle time, co-operative games and assemblies
- We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment
- We will provide a safe and stimulating environment in which our children can work and play
- Every classroom will display classroom rules and the 'traffic light' charts.
- The school tries to work in a proactive manner and will invite the local community police officer to speak with children and theatre groups to explore sensitive matters such as bullying
- Children will be taught about internet safety and how to react to bullies

Related Documents

SEN Information Report

Local Offer

Ealing Local Offer

Equalities Policy and Plan

Accessibility Plan

Medication and First Aid policy

Behaviour Policy

Contact details

SENCO – Ms P Sehmi and Ms J. Butler Tel: 020 8574 9045. Email: head@khalsa.ealing.sch.uk
SEN Admin – Ms P Sehmi and Ms J. Butler Tel: 020 8574 9045. Email: head@khalsa.ealing.sch.uk
SEN Governor – Chair of Governors

Glossary of Terms

ASD – Autistic Spectrum Disorder
EAL – English as an Additional Language
EHC Plan – Education Health and Care plan
EP – Educational
Psychologist (see below)
ESCP – Ealing School Counselling Partnership (see below)
EYFS – Early Years Foundation Stage (Nursery and Reception)
HI – Hearing Impairment
KS1 – Key Stage 1 (years 1 and 2)
KS2 – Key Stage 2 (years 3-6)
LA – Local Authority (London Borough of Ealing)
LAC – Looked After Child
MLD – Moderate Learning Difficulties
NASENCO – National Accreditation for SENCO
NNEB – Nursery Nurse (National Nursery Examination Board)
PBS - Primary Behaviour Service (see below)
PPG – Pupil Premium Grant
PSHE – Personal Social and Health Education
OT – Occupational Therapy (see below)
SEMH – Social, Emotional and Mental Health
SEN – Special Educational Needs
SENCO – Special Educational Needs Coordinator
SEND – Special Educational Needs and Disabilities
SENS – Special Educational Needs Service
SIMS – Schools Information Management System
SLT – Speech and Language Therapy (see below)
SpLD – Specific Learning Difficulties
SLCN – Speech, Language and Communication Difficulties
SS – Social Services
TAs – Teaching Assistants
VI – Visual Impairment

Outside Agencies

All services focus on identifying and addressing the needs of children with Special Educational Needs. This can be through early identification, supporting the parents and child, focused intervention, advising on different approaches, techniques or curriculum materials.

Educational Psychology

To assess children's cognitive abilities and identify areas of learning difficulty.

Special Educational Needs Service / Behaviour team

To provide advice and intervention in specialist areas such as visual or hearing impairment, specific learning difficulties or dyslexia and social and emotional behaviour. There are also outreach programmes from specialist special schools, e.g. autism, medical advice

Speech and Language Therapy Buy-in

To enable staff to confidently deliver the Speech and language programmes. To enable parents to support their child's developing speech and language skills. To support staff in developing speech and language skills in the classroom. To offer targeted support to train and support staff in implementing and carrying out intervention programmes. To assess children's speech and language development, offer strategies and advice to improve this.

Speech and Language Therapy statement support

Termly review of the impact of advice and provision for children with statements. To carry out an annual communication checklist in classes to help develop more communication friendly class rooms and teaching strategies.

Speech and Language Therapy health support

To assess and carry out programmes of intervention for pupils with selective mutism, difficulties with motor control, stammering, pronunciation.

Occupational Therapy

To assess children's physical development and co-ordination. To provide therapy programmes.

ContinYou

To offer support and advice to parents with children who have Special Educational Needs.

Children's Services

To support the school by looking after the welfare of children.

Educational Social Worker

To monitor attendance and punctuality.

Child Development Team and CAMHS

To assess children's medical needs including OT, Autistic spectrum disorders and medical disorders.

SAFE – Supportive Action for Families in Ealing

A multidisciplinary team to support families with a wide range of issues.

Ealing LA offer:

http://www.ealing.gov.uk/info/200994/special_educational_needs_and_disability