



SEND POLICY

2021 - 2022

Policy Title	SEND Policy
Effective From Date:	Spring 2021
Review Date / Cycle	Annually

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 years, June 2014 (updated May 2015), and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice for schools DfE February 2013](#)
- [SEND Code of Practice 0 – 25 June 2014 \(updated May 2015\)](#)
- [Statutory Guidance on Supporting pupils at school with medical conditions 2014](#)
- [The National Curriculum in England Key Stage 1 and 2 and Framework Document September 2014](#)
- Safeguarding Policy
- Accessibility Plan
- [Teachers Standards 2012](#)
- The school's SEND information report on the school website

This policy was created by Khalsa Primary School's SENDCo, Mrs Sally Trevena and Mrs Jasbir Mahil, Vice Principal.

Aims:

To raise the aspirations of and expectations for all pupils with SEN. Khalsa School provides a focus on outcomes for children.

We aim to ensure that pupils with SEN are enabled to reach their full potential, are fully included in the school community and are able to make a successful transition to KS3.

Objectives:

- To identify and provide for pupils with special educational needs and additional needs.
- To work within the SEN Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs taking into account all of a pupil's needs (Assess, plan, do, review model)
- To provide an appropriately qualified SENDCo who will work with the SEND Policy
- To provide support and advice for all staff working with children with special educational needs
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this.

Identifying Special Educational Needs:

All teaching staff must be alert to any emerging difficulties in learning that a pupil may experience, and respond early. A pupil has a learning difficulty if they have significantly greater difficulty in learning than the majority of their peers of the same age, and they do not make adequate progress through quality first teaching. Identifying that a pupil has SEN must equate to one of the broad areas of SEN as defined in the SEND Code of Practice 2014, which are:

- Communication and interaction (including Autism Spectrum Disorder)

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

The purpose of identifying the need is to work out what action needs to be taken to support the child, not to fit a pupil into a category. Very often, a child's needs might cut across all areas so a detailed assessment of need has to be made. It is important that we at Khalsa School provide support based on a full understanding of the pupil's strengths and needs.

We have to consider other factors that may impact on progress and attainment which are not SEN:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

The code no longer allows for the identification of behaviour to describe SEN. If a child's behaviour causes concern then the behaviour must be viewed as a response to an underlying need so we have to identify what that need is by talking with the child and their parents/carers, observation, and/or assessment.

A concern about a possible need can be raised by any member of staff, parents/carers, an outside agency or even another child. The class teacher will then work with the SENDCo to collect evidence of the pupil's learning difficulties by:

- Observations of the child in lessons
- Discussion with teachers, parents/carers of the pupil and with the child (where appropriate) to gather qualitative information.
- Completion of relevant checklists
- Samples of the pupil's work from across the curriculum
- Attainment and progress data (teacher assessment and test)
- Attendance data and behaviour records
- Results from any screening or diagnostic assessments

Then, with a clearer picture of all the strengths, abilities and difficulties of the child appropriate support can be defined.

A Graduated Approach to SEN Support

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where the pupils access support from teaching assistants or specialist staff so the first

step in responding to pupils who have or may have SEN is high quality teaching, differentiated for individual pupils.

Our monitoring system at Khalsa ensures that we track progress and assess pupils each term. Following the assessment, the SENDCo meets with each class teacher to look at the progress of pupils with SEN and those pupils at risk of underachievement compared to national data and expectations of progress. The provision made for these pupils is reviewed.

The quality of teaching is monitored by members of the senior leadership team (SLT) through lesson observations, drop-ins and book scrutiny each term to ensure we are always striving towards high quality teaching at all times.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register. Once the decision has been made to make provision for a pupil with SEN then teachers and teaching assistants work alongside the SENDCo to meet the needs of the SEN pupils who fall into the four broad areas of special educational needs.

The graduated approach of assess, plan, do and review begins.

We use high quality assessment and involve outside agencies, such as the Integrated Support Service team and SEBDOS, where a specialist assessment is needed. Parents are included at every step because their input and co-operation is vital to **assess** the pupil's needs accurately.

Together, the class teacher and the parents/carers **plan**, often including the SENDCo where necessary, making sure interventions and support are appropriate to ensure progress.

The impact and date for review are agreed, all parties involved are made aware of the pupil's SEN and the approaches to use. A SEND Profile is produced and available to all via the schools computer system SIMS, targets will be set by the class teacher and SENDCo.

The class teacher is responsible for working with the pupil on a daily basis (**do**) and works closely with the TA (teaching assistant) or Specialist to plan and assess the impact of the intervention. Parents may well play a part in the support given too. The SENDCo supports the teacher in any further assessment of the pupil's strengths and weaknesses and advises on effective implementation of support.

The effectiveness of support and the impact on the pupil's progress are reviewed at the agreed date with parents/carers, usually termly. The **review** will consider the impact of the support, along with the parents' and pupil's views and the support will be revised in light of these. Changes may be made and expected outcomes revisited and so the cycle continues.

Extra Activities

Khalsa Primary School offers a wide range of trips, visits and extra-curricular clubs. All children are actively encouraged to participate and all reasonable adaptations will be made to ensure that children with Additional Educational Needs can fully partake and benefit from these experiences. Children who are entitled to Pupil Premium are offered extra-curricular clubs at a reduced rate.

Managing the needs of pupils on the SEN Register

Once the SEND Profile has been completed by the class teacher, parents and the pupil, targets and how they will be achieved have been set and an IEP written then a review date must also be set. In

most cases this would be once each term, but there may be some cases where it is felt it is necessary to review sooner and some to be reviewed later.

The class teacher will hold the review and be responsible for evidencing the impact of provision on the pupil's progress. The SENDCo will attend the reviews of pupils with a statement or EHC Plan and other reviews if the need arises. The SENDCo will be responsible for mapping provision and reporting on the impact of whole school provision to the Governing Body.

If at the review it is decided that specialist help is required, then we are able to call upon external agencies including the integrated support service team and SEBDOS. This may lead to requesting statutory assessments of pupils.

Criteria for exiting the SEN Register

On review, if a pupil is making expected progress and is working confidently and independently then it may be decided that the pupil no longer requires SEN Support and can be taken off the register. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer.

Supporting pupils and families

Every Local Authority provides details about Education, Health and Social Care services available to children and young people with SEN and their families which is called the Local Offer. In Slough this can be found at

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=55Rex2rtxD8>.

You will find our policy on Managing the Medical Conditions of Pupils on our website www.khalsaprimaryschool.com where you will also find our Parent's Guide to SEN.

If you require independent, impartial advice about any aspect relating to your child's needs then you can contact SENDIASS (SEND Information Advice and Support Service) at:

Phone: 01753 787693 **Email:** sendiass@slough.gov.uk

Transition

From Nursery to Year 5, we facilitate a transition time where classes meet their new teacher and spend time finding out what is expected of them in the coming year.

Staff also arrange 'handover meetings' so that information about a class or individuals is shared between the teachers of the class. We also meet with representatives of the local high schools in order to share information about pupils in order to achieve a smooth transition between schools.

Access arrangements for exams

The class teacher will liaise with the SENDCo in order to ensure that all pupils can access any tests they have to complete.

Supporting pupils at school with medical conditions

Khalsa Primary 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 physical education.

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

Some pupils may have special educational needs (SEN) or an Education, Health and Care (EHC) Plan which brings together their Health and Social needs as well as their special educational provision and the SEND Code of Practice is followed.

Pupils at Khalsa Primary school who have a severe medical need e.g. diabetes have a Care Plan which is known by all relevant staff and is followed. Our policy for supporting pupils with medical conditions can be found on our website www.khalsaprimarieschool.com

Meeting the Social and Emotional Needs of Children Young People with SEN

Khalsa Primary School recognises the impact that a child's social and emotional needs have upon their learning. The aim of the school is to ensure that every child feels safe, secure, happy and ready to learn and achieve their full potential. Children may need additional support for a range of reasons, for example because of family circumstances, with friendships, developing confidence or their behaviour. A range of strategies and interventions are available within the school to ensure that children and their families are supported.

Khalsa Primary School aims to create a climate where behaviour supports effective learning. There is a strong focus on developing respectful relationships between children, staff and parents.

Throughout the school there is a strong emphasis on positive reinforcement of desired behaviours and rewards such as stickers, Class Dojo points, certificates and Super Citizen.

Some children may have additional social and emotional needs. A range of support is offered by our pastoral mentor, ELSA (Emotional, Literacy, Support Assistant) and SENDCo who may work 1:1 with children or run groups, for example, Self Esteem, Social Skills etc. This team also supports children who may struggle to cope during playtimes or lunchtimes for various reasons.

The School operates a Zero Tolerance approach to bullying and has an Anti-Bullying and E-Safety Policy in Place.

Monitoring and evaluation of SEND

Khalsa Primary school will regularly and carefully monitor and evaluate the quality of provision for all pupils by regular audits, sampling parent's, pupil's and staff views because this promotes an active process of continual review and improvement of provision for all pupils.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The school SENDCo regularly attends Slough's SENDCo Network meetings in order to keep up to date with local and national updates in SEND.

Roles and responsibilities

SEN Governor – has specific oversight of the school's arrangements and provision for monitoring special educational needs. The SEN Governor acts as a 'critical friend' and a champion for SEN pupil, and their parents, working in partnership with the Head teacher and the governing body to decide the school's general policy and approach to meeting the needs of pupils on SEN Support, and those with and Education, Health and Care (EHC) plan or statement.

SEN Teaching Assistants – to work with individual and small groups of SEN pupils to deliver additional interventions and under the direction of class teachers to provide in-class support for learning.

SENDCO (SEND Special Educational Needs and Disabilities) - A teacher who is responsible for special educational needs in school. A **SENDCO** is responsible for the day-to-day operation of the school's SEN policy. The **SENDCO** will co-ordinate additional support for pupils with SEN and liaise with their parents, teachers and other professionals who are involved with them.

ELSA - ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in **school**

The Designated Safeguarding Lead – Mrs. Mahil

The Deputy Designated Safeguarding Lead – Mrs Deljit Matharu

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils – Mrs. Mahil

Storing and managing information

Khalsa Primary School is now storing all documents relating to Pupils with SEN online via SIMS which can be viewed by whoever the SENDCo believes it is necessary to see. In most instances, this is all staff. Hard copies are kept in the pupil's SEN file in a filing cabinet in the Deputy Head's office. The pupil's main school file is marked so that staff are aware that there is an SEN file too.

Reviewing the policy

The policy will be reviewed annually but is considered a 'live' document which is open to change and improvement during the year. The policy will be reviewed by the Khalsa Primary School Governors.

Statutory requirements

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our Accessibility policy can be found on the school website www.khalsaprimaryschool.com

To contact key staff, parents and carers should contact the school office, in the first instance, either in person, by phone 01753 823501 or by email office@kpsslough.com. An appointment can then be arranged.

Dealing with complaints

All complaints are dealt with in accordance with our Complaints policy which can be found on our school website www.khalsaprimaryschool.com

Bullying

Bullying is defined as behaviour by an individual or a group which is repeated over time, and which intentionally hurts another individual or group, either physically or emotionally. This will not be tolerated at Khalsa, our pupils will be kept safe and happy at all times.

Please consult our [Anti-bullying Policy](#) found on our website www.khalsaprimaryschool.com

Links with other policies and documents:

This policy links to our policies on:

Accessibility Policy

Behaviour Policy

Anti Bullying Policy

Equality Act Policy

Medical Conditions Policy