



**Killisick  
Junior School**

Believe • Achieve • Succeed

# **Special Educational Needs and Disability Policy 2024/2025**

## Policy review dates and summary of changes:

Date of Review	Changes made by	Summary of changes made	Date implemented
11/09/2023	Richard Jones	Updated for new academic year	18/09/2023
02/09/2024	Victoria Blair	Updated for new academic year in line with the Nottinghamshire model policy	09/09/2023

**“All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.”**

### General Aims and Objectives of the School.

At Killisick Junior School, we firmly believe that ALL children have a right to equal access to a broad, balanced and relevant education. We aim to be a school that is inclusive of all pupils. We will encourage all pupils to give their best and to reach their potential.

We recognise that all pupils could have special educational needs at some time in their school careers, whether temporary or permanent. This may be a result of learning difficulties, being very able, having medical problems or social, emotional and/or behavioural difficulties.

It is the policy at Killisick Junior School to actively encourage the involvement of staff, pupils, parents/carers in the education of pupils with Special Educational Needs and Disability (SEND). The difficulties which these pupils may have are assessed and provided for in a variety of ways in line with their unique needs. The pupils have the opportunity to develop their potential with the guidance and support of their class teacher, the SEN Co-ordinator, Learning Support Assistants and external support agencies (where appropriate). The school aims to meet the needs of the pupil whilst encouraging full inclusion in learning and school activities.

The framework for supporting children and young people with special education needs is contained within the SEN Code of Practice. A copy of which can be found on the Department for Education’s website:

#### [SEND Code of Practice](#)

Nottinghamshire has developed a SEND Local Offer, which is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services

across education, health and social care, as well as those provided by the private, voluntary and community sectors.

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

## **A Definition of SEN.**

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person 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 or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above 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.

Special Educational Provision means any different or additional support than that generally made for children of the same age. What that provision might be depends upon the level and type of need; it might be specific work differentiated (adapted) in class, additional adult support in class, physical adaptations to the learning environment, support from an outside specialist such as an occupational therapist or a structured behaviour management programme.

## **Philosophy and Principles.**

Where pupils have learning difficulties, it is our aim to clearly assess these and provide the support necessary to enable pupils to fulfil their potential and gain their entitlement to the curriculum. We make every effort for this to be achieved within the classroom alongside other children.

## **Our aims and objectives are:**

### **Aim:**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2014.

## Objectives:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services [and feeder schools or early years' settings – where applicable] prior to the child's entry into the school.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEND. Continuous monitoring of those pupils will be carried out by their teachers and will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be carefully monitored and regularly reviewed by the SENCO and subject leaders in order to ensure that progress is made and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting their child. This will include supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work. This forms part of the school's SEN Information Report. Consideration needs to be given to presenting information in a way that is responsive to the individual needs of parents.
- **Work with and in support of outside agencies** when the school feels they require additional advice on how to support individual children in their learning.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs using a variety of forms of communication.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- **Provide a broad and balanced curriculum,** delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued. (With reference to the Government Prevent Strategy: see also the school's policy for Preventing Extremism and Radicalisation Policy)

## Admission arrangements.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Information about school's admissions policy can be found in the school prospectus and on the school [website](#).

When a child joins our school, we will work with their previous setting to gather as much information as we can, wherever possible observing the child in their previous setting. We will also work with families to fully understand a child's needs so we can put in a robust plan in place.

## Special Educational Needs Co-ordinator and staff.

The person responsible for co-ordinating provision for pupils with SEN is known as the Special Educational Needs Co-ordinator (SENCo). At Killisick Junior the SENCo is Mrs Laura Turnbull.

The person responsible for overseeing the provision of children with SEN is Richard Jones, Headteacher.

The school’s SEND Link Governor is **Mrs Rachel Makey – Chair of Governors**.

### Roles and responsibilities for SEND across the school.

SEND Governor	Headteacher	SLT and SENCO	Middle Leaders	Class Teachers	Support Staff
Strategic overview, support and challenge.	Strategic responsibility of SEND	Coordination of SEND provision and deployment of staff	Monitoring of pupil progress	Delivery of high-quality inclusive teaching	Delivery of interventions
	Overall responsibility for intent, implementation and impact	Monitoring of SEND provision and pupil progress	Monitoring of high-quality inclusive teaching and provision for SEND	Monitoring progress of individual pupils	Collation of data against targets/ outcomes
		Data analysis and evaluation of impact	Integral focus on SEND in all lesson observations	Target setting	
		Integral focus on SEND in all lesson observations.		Monitoring of interventions	

### Arrangements for coordinating SEND provision.

The SENCO will hold details of all SEND Support records complying with all current GDPR regulations.

- All staff can access:
- The Flying High Academy’s SEND Policy
- A copy of the full SEND Register
- Guidance on the identification of Special Educational Needs in the Code of Practice
- Information on individual pupils’ special educational needs, including SEND support plans, EHCPs and provision mapping.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual pupils and their special needs and requirements.
- Information on current legislation and SEND provision.
- Information available through the [Nottinghamshire Local Offer](#)

## **Identification and Assessment of Pupils with Special Educational Needs – A Graduated Response.**

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND, staff will closely monitor them in order to gauge their level of learning and possible difficulties. Any concerns will be shared with parents and carers.
- c) The child's class teacher will take steps to provide scaffolded/ modified, meaningful learning opportunities that will aid the pupil's academic progression and enable the teacher to gain a further understanding of the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- e) If a need has been identified it can then be determined which level of provision the child will need going forward and any/or professional development that may be required by school staff.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not necessarily place the child on the school's SEND register. This information is shared with parents and is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are held to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEND Support.**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and will be asked to sign the referral form and the pupil will be added to the school SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



### **Assess.**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted on the Pupil Profile and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. This will happen through reviews, Intervention Team review meetings and Pupil Progress meetings. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan.**

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do.**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with TAs and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Class teachers will therefore be expected to list interventions each half term on the child's Pupil Profile and will respond to children who are not achieving intervention targets by adapting, changing or seeking additional support from the SENCo. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review.**

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

For the majority of children with SEN, targets are evaluated termly as part of parent consultations. Here staff will discuss progress, achievements and goals with the parent/carer and child and will adapt practice as necessary. A summary of these conversations should be recorded.

For children with more complex needs or Education Health Care Plan (EHC Plan), targets will be reviewed at a planned meeting attended by the SENCo.

- Parents and representatives from other agencies involved with a child will be invited to attend the review together with staff involved within school. Should they be unable to attend, their views or reports should be added to the review form.
- Children will also be consulted in the review process and setting of targets as well as through their pupil comments. If deemed appropriate, the child will be invited for part of the meeting to express their views.
- After the meeting, final copies of reviews are then circulated to parents and all agencies involved, including those unable to attend the meeting. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.
- Actions arising from the meeting will be allocated to individuals and these actions will be shared after the meeting with the expectation that parties will act upon these or seek further advice from the SENCo.
- For children with an EHC Plan, the annual review will take place as near to the due date as possible and a report provided for parents, agencies and the Local Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer.

## **Request for an Education, Health and Care Plan (EHC Plan).**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment which is usually requested by the school but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENCO. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Further information about EHC Plans can be found via the SEND Local Offer: [Nottinghamshire's Local Offer](#) or by speaking to the Integrated Children's Disability Service on: **0115 804 1275** or by contacting the Ask Us Nottinghamshire on: **0800 121 7772**

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Pupil
- Parents
- Teachers
- SENCO
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan. Education, Health and Care Plans [EHC Plan].

- a) Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Mental Health and Wellbeing.**

Children's emotional health and well-being is key to their happiness. It is the responsibility of all staff to contribute to this, but we also have Mrs Reid and Mrs Ashmore, who are our trained Emotional Literacy Support Assistant (ELSA). We have a range of additional interventions and therapies which children can access on an as needed basis such as Draw and Talk and Lego Therapy.

For children with longer term or more complex needs, referrals can be made to the Educational Psychology Service, a specialist SEMH teacher (social, emotional and mental health) or services such as CAMHS (child and adolescent mental health service). Our educational psychologist is delivering emotion coaching training to key staff this year.

Our school recognises the diverse needs of all children including those with SEN and disabilities and provides a pastoral approach to ensure that mental health and wellbeing needs are met.

### **Inclusion of pupils with SEND.**

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The Headteacher and SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Curriculum Lead together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub (MASH) and Gedling Area Partnership (GAP).

We will ensure that our school communicates its ethos for inclusion through all communication that goes home to parents, as well as through the interactions parents have with school staff.

### **Safeguarding Children with SEND.**

KCSIE is clear that a Child Protection Policy for children with SEN and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities. Some children and young people may be particularly vulnerable to abuse and harm and the Snr Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available.

Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children, which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

- Addressing individual behaviour concerns and incidents taking into account the child's SEN and disability.

### **Facilities for pupils with SEND.**

School endeavours to comply with accessibility requirements regarding the physical environment and access to the curriculum. Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all pupils.

The school has a range of facilities for pupils with SEND in place. If a situation arises where specialist equipment/ training is needed, then advice and support from external professionals is sought.

### **Allocation of resources for pupils with SEND.**

All pupils with SEND will have access to targeted funding from the school's budget, which equates to £6,000 per year. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. The decision to apply for additional funding is made by the SENCO in collaboration with the Head teacher.

### **Access to the curriculum, information and associated services.**

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting where they can access quality first teaching (QFT). Subject leaders work alongside the SENCO to monitor how effectively we scaffold our children in order to access the curriculum.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Using in-class provisions and support effectively to ensure that the curriculum is scaffolded and adapted where necessary.
- Making sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO team in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.
- SEND support plans are created for each child on the SEN Register and provide an overview of an individual's strengths, weaknesses and how best they can be supported.

### **Working in partnerships with parents.**

Killisick Junior School believes that a close working relationship with parents is vital to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- b) detailed tracking to ensure the continued social and academic progress of children with SEND.
- c) Reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

Parents are kept up to date with their child's progress through progress reports, parents' evenings, SEND review meetings and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. These meetings can be instigated by the school or parents. If parents would like to share a particular concern, they should speak to the class teacher in the first instance, who may refer to the SENCO. Parents can also contact the SENCO directly via the office. The SENCO may signpost parents of pupils with SEN to the local authority Parent Partnership services where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

Parents will be consulted, and their consent sought, prior to the school seeking external support.

If a parent or carer has any concerns or complaints regarding the provision, care or welfare of their child, they should make an appointment to be made to speak to the SENCO, who will be able to advise on formal procedures for complaint. Please see the [school complaints policy](#).

### **Links to support services.**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher or the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- SFSS (Specialist Family Support Services)
- EP (Educational Psychologist)
- PDSS
- Children's Centres
- CAMHS
- Speech and Language Therapist
- Occupational Therapist
- Healthy Families team (School Nurse)
- SEMH teacher
- Neurodevelopmental Behaviour Service
- Gedling Area Partnership (GAP)
- Hearing and Visual Impairment Support services
- Early Help Unit
- MASH (Multi Agency Safeguarding Hub)
- Additional services/professionals can be contacted to support individual needs

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and parents will be informed.

### **In service training (CPD).**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO team attend relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENCO team, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, Family of schools, the academy chain or through in-house training.

The school is part of the Redhill Family of Schools and the Flying High Partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Evaluating the success of provision.**

- In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. In school, this typically takes place through termly reviews of provision maps at pupil progress meetings. For

parents, this happens at review meetings of SEN support plans and annual reviews for those with an EHCP.

- Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. In order to measure this progress, we assess the children against the National Curriculum. For working significantly below age-related expectations, we measure progress against BSquared. We also have systems in place to measure progress for some children in their social, emotional development (Boxall), their social communication (AET progression toolkit) and their language development (Early Communication Toolkit or Wellcomm).
- There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo and headteacher and information is gathered from different sources such as child and parent voice at SEN review meetings, teacher voice at a staff meeting and parent questionnaires. Children and parent voice is captured on the termly SEN Support Plans. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. This is commonly known as the SEND Information Report.
- Evidence collected for the SEND Information Report will help inform school development and improvement planning.

## **Transitions.**

We consider transition in and out of our school incredibly important as it ensures success for our children. In order to ensure successful transition, we begin planning as soon as school placements are allocated by the local authority.

### **Transition into our school**

The SENCO and or a nominated person will visit the key stage 1 setting when we have been informed may have additional needs. Usually, we are informed of these additional needs by parents or previous settings. If appropriate, additional transition arrangements will be put in place. For example, additional transition visits or booklets are made for children to use and refer to over the summer holiday to help prepare the children for starting school.

If a child with known/suspected SEN transitions into our school within the key stage, rather than at the start of key stage 2, we will ensure we gather as much information as possible. This may be in the form of a visit to the previous setting or a telephone call with the setting and the family.

### **Transition from our school**

Each year, we hold transition meetings with the SENCOs at the local secondary schools. When we plan this transition, we consider whether the following arrangements may be appropriate:

- Extra visits both within our school or to receiving schools
- Parental/carer meetings with our school and the receiving school
- Social stories, including photographs of the new school

We also ensure all access arrangements are passed on to the receiving school, including reviewed assessment formats and SEN Support Plans.