



## Keyworth Primary School Special Educational Needs and/or Disability (SEND) Policy

This policy should be read in conjunction with our SEN Information report which is published on our school website: [www.keyworth.southwark.sch.uk](http://www.keyworth.southwark.sch.uk) and paper copies can be obtained on request.

### Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014).

### Definition:

The Code of Practice 2014 states that:

'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 him or her.'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- **Communication and Interaction** (e.g. speech articulation, stammering, speech and language delay, autism etc)
- **Cognition and Learning** (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- **Social, Emotional and Mental Health** (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- **Sensory and/or Physical** (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical)

### Aims

Keyworth is a fully inclusive school that welcomes and celebrates diversity. We are truly committed to our school mission:

*We want every child to leave Keyworth wanting and determined to make a difference in the world, and having the skills to do so.*

In addition to the general aims and objectives of the school we try to:

- Provide **the best available learning conditions** for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible.
- Provide a **broad and balanced curriculum**, relevant and differentiated, which demonstrates progression and coherence.

- Provide necessary **support** over and above that which can be reasonably provided by the class teacher.
- **Involve parents, carers and children in discussions** about any difficulties and plan appropriate action with them.
- Ensure that pupils make the greatest **progress** possible.
- Encourage **integration** and **inclusion** of all pupils.

The assessment and review procedures are as proposed by the Code of Practice and are delivered through a graduated response. This recognises that there is a continuum of special educational needs and that an increase in specialist expertise is necessary when children don't make the expected amount of progress.

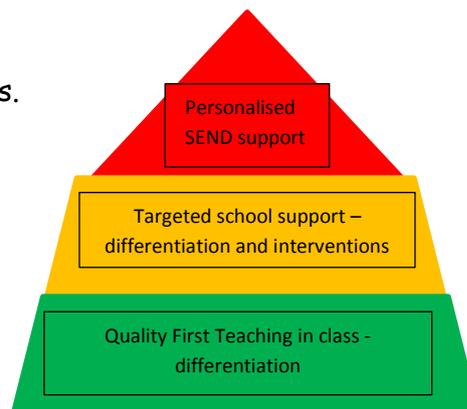
### Identification, Assessment, Monitoring and Review Procedures

The school's framework will adopt a graduated response, which is the model set out in the Code of Practice. Where a child is not making adequate progress additional or different action should be taken to help the child towards independent learning.

Built into this system are the processes for monitoring and review and particularly liaising with parents and pupils.

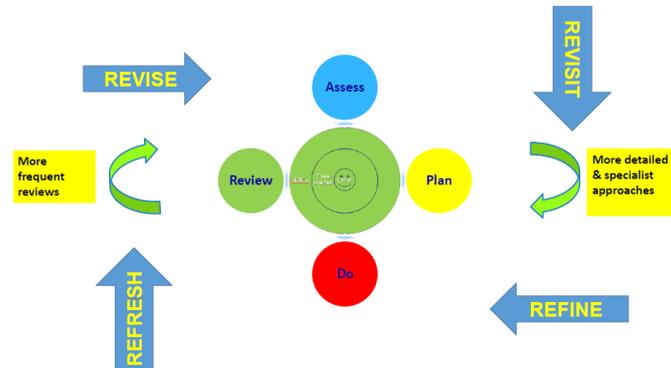
The graduated response will follow three stages.

These begin with th



## Guidelines and approaches to teaching and learning

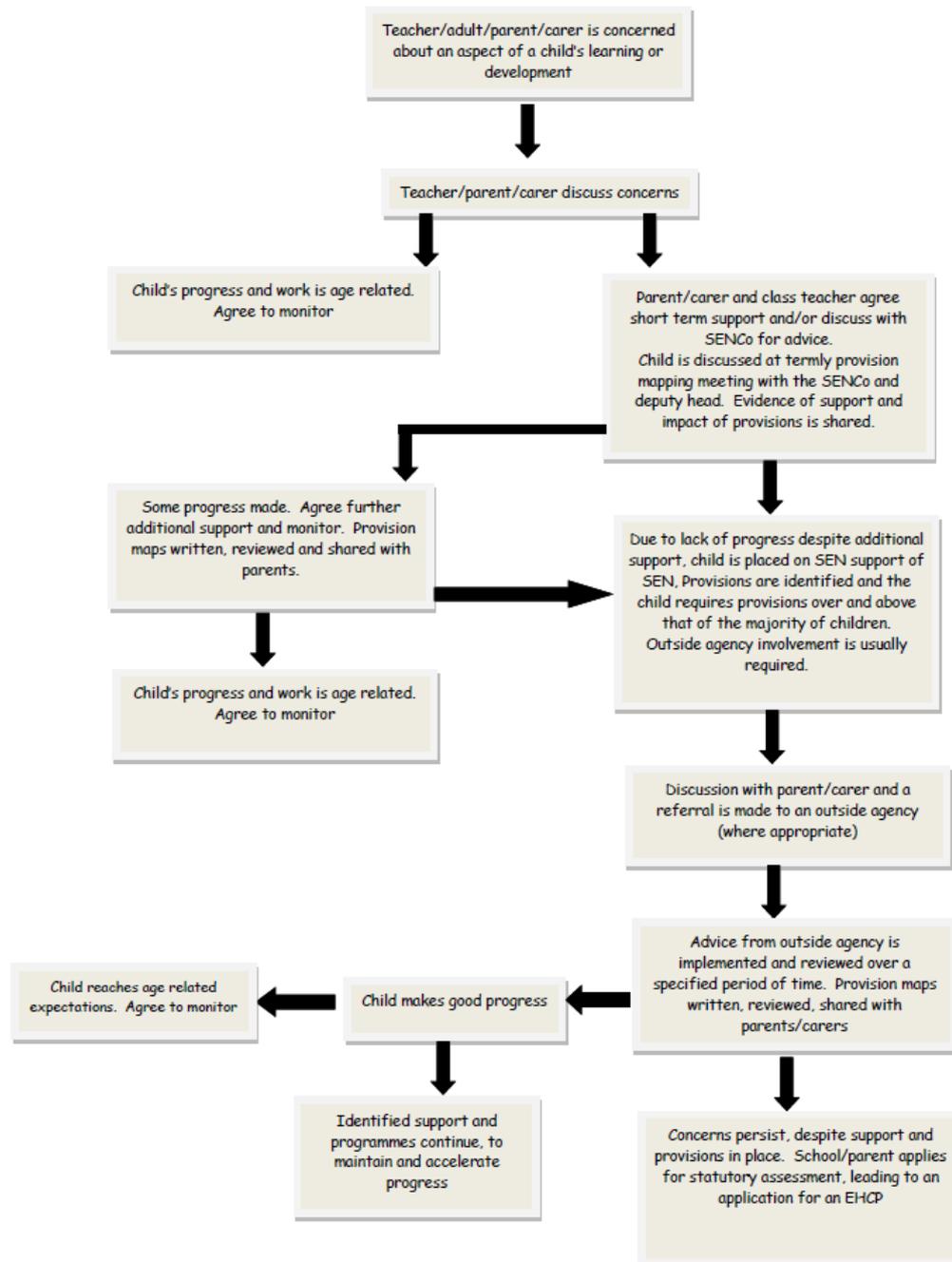
All children receive quality first teaching based on this graduated, assessment cycle to maximise learning:



To ensure that all children have access to the full range of the National Curriculum and beyond, **curriculum plans need to be appropriate to children with special educational needs**. It is therefore essential to ensure that:

- All staff know which pupils have special educational needs and/or disabilities, **the nature of these needs**, and **how best to meet these needs**
- Maximum access and progress are possible through providing **differentiated work and the graduated cycle**
- **Adequate resources, support and training** are available to staff
- **Teaching strategies** are responsive to different learning styles and facilitate meaningful and effective learning for all pupils
- There is **constant monitoring, evaluation and review of the effects of the curriculum**

The stages taken if an adult is concerned about a child's learning.



## Appendices to SEN Policy

### Categories of SEN Pupils

Our **definition** of special educational needs is the same as that adopted by the Code of Practice:

1. 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 him/her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

In most cases they will have difficulty acquiring basic numeracy and literacy skills and may have significant speech and language difficulties. Some may also have poor social skills and may show signs of emotional and behavioural difficulties.

3. Some children have a **specific learning difficulty, which means** that they have significant difficulties in reading, writing, spelling or manipulating number, which are not typical of their general level of performance. They may gain some skills in some subjects quickly and demonstrate a high level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills.

4. Children with **social, emotional and/or mental difficulties** often have significant learning difficulties. They may fail to meet expectations in school and may also disrupt the education of others. Their difficulties may result from abuse or neglect, physical or mental illness, sensory or physical impairment, or psychological trauma. Their mental illness, sensory or physical impairment, or psychological trauma. Their difficulties often become apparent in a wide variety of forms - including withdrawn or depressive attitudes, school phobia, disruptive anti-social and uncooperative behaviour, frustration, anger and threat or actual violence.

5. A child's **physical disability** may be the result of an injury, which might have short or long term consequences, or may arise from a congenital condition. Such difficulties may, without action by the school, limit the child's access to the full curriculum.

6. Some children suffer a degree of **sensory impairment**, which may affect their ability to learn. A significant proportion of children suffer some degree of **hearing** difficulty. Early recognition, diagnosis and treatment or remediation of hearing difficulties is essential if the child's language acquisition and academic attainment are not to suffer. **Visual** difficulties may take many forms with widely differing implications for a child's education. The major issue in identifying and assessing the child's special educational needs will relate to the degree of functional sight, partial sight or blindness and the child's ability to adapt socially and psychologically as well as the progress in an educational context. Some children begin school

with significant **speech and language** difficulties, which impair their ability to participate in the classroom. This may in turn have serious consequences for the child's academic attainment and give rise to emotional and behavioural difficulties. The early identification of such speech and language difficulties and prompt remedial action is therefore essential.

7. Some **medical conditions** may, if appropriate action is not taken, have a significant impact on the child's academic attainment and/or may give rise to emotional and behavioural difficulties. Consultation and open discussion between the child's parents, the school, the school nurse or the child's GP, the community paediatrician and any specialist services providing treatment for the child, will be essential to ensure that the child achieves maximum progress and also that the child is not unnecessarily excluded from any part of the curriculum or school activity.

\* **Children with special educational needs are not seen as different from other children but as part of a continuum of needs and provision. Some children will have special educational needs that are relatively short term.**

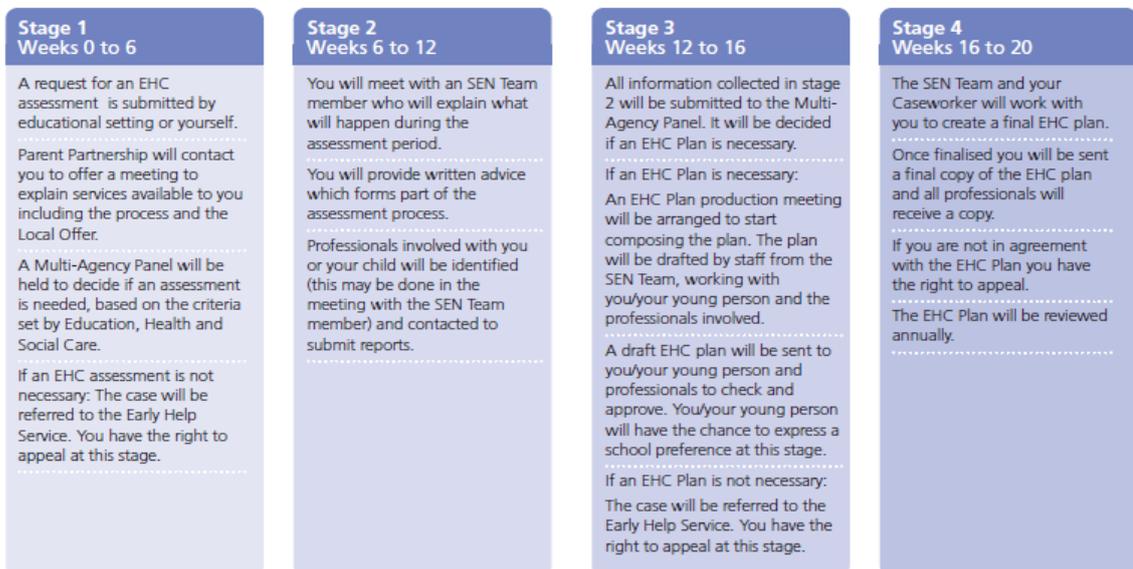
\***A child is not regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is being taught.**

## Education and Health Care Plans (EHCPs) – a brief guide

Where a child's special educational needs are thought to warrant more intensive support than can be offered at SEN support, an application for an EHCP can be made.

- This application can be initiated by any of the agencies involved with the child (e.g. schools, health, speech therapy etc) or by the child's parents / carers.
- This is simply done by the parent / agency writing to the Local Authority (LA) and asking for the process to be started. Please see the below leaflet for parents written by Southwark, of the timings and guidance for applying for an EHC assessment:

The EHC Plan will cover ALL the child/young person's needs (Education, Health and Care will all work together). The child/young person and their family will be at the heart of the process.



- Every Statement/EHC plan is reviewed once a year, in the Annual Review. Again, this is a statutory requirement. During the Annual Review, schools have to give account for how they have used the extra support provided by the LA as well as reviewing all the outcomes that were set for the child and the progress made.
- This process of Annual Reviews continues throughout the child's time in educational provision, unless the LA decides to discontinue the Statement/EHC plan.