



## **KINGS COPSE PRIMARY SCHOOL**

### **Special Educational Needs and Disability Policy**

*Kings Copse Primary School aims to enable all children, including those with Special Educational Needs and Disability to have access to a well-balanced and broad based curriculum in order to achieve their full potential. We pride ourselves in supporting pupils to develop their confidence, independence and positive self-esteem through a secure and caring environment.*

**The Special Educational Needs or Disability Co-ordinator (SENDCo)  
is Mrs Clare Darling-Chalke**

**The Teacher in Charge of the Resource Provision for Visually Impaired Pupils  
Is Mrs Bernie Stout (QTVI)**

#### **Kings Copse Primary School**

Kings Copse Primary School is a mainstream setting, with an additional resource provision for pupils with a Visual Impairment. We welcome all children whatever their abilities and needs.

We believe all pupils should have access to a broad, balanced curriculum that is differentiated to their individual needs.

The building is accessible to children with a physical disability and we ensure equipment is fully accessible to all children regardless of need.

Extra- curricular activities and before/after school provision is accessible for all children with SEND.

Our practice is in line with the SEN Code of Practice 2015.

We aim to;

- Identify children with special educational needs and disability (SEND) as early as possible.
- Enable children with SEND to have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs. All teachers are teachers of SEND.
- To have high expectations for our SEND pupils and strive to ensure they meet their full potential.
- To work with outside agencies and the Local Authority to ensure children have the resources and support appropriate to their needs and there is effective communication between all agencies involved.
- To work closely with parents, ensuring effective communication about the support in place for their child; working in partnership with parents is extremely important to our school.
- To give pupils a voice and input to their learning/decision making about their support
- To provide training for all staff members on aspects of SEND
- To create a fully inclusive society in which all members see themselves as valued for the contribution they make (DfEE 1998)

#### **Resourced Provision for Visual Impairment**

Children with an Education, Health and Care Plan stating Visual Impairment as their primary need may be placed by the county, in consultation with parents and professionals, in the resourced provision. These children will belong to a mainstream class but access support from the Qualified Teacher for Visual Impairment (QTVI). This support will depend on their level of need but will include specialist support for learning Braille if necessary. These children will also have LSA support within their class setting. The resource base gives access to specialist materials and technical equipment that enhances the learning of children with a visual impairment.

Transport is provided for children with VI if Kings Copse is not their catchment school. The Hampshire Mobility and Independence Officer also visits the resource base to offer guidance on mobility and independent living skills. The resource base is known as the OASIS (Outreach And Sight Impairment Support) and offers outreach to children with VI who attend other settings such as pre-schools as well as 'In-reach' to other children with VI that attend schools in the south of Hampshire.

## **Admission Arrangements**

Every effort will be made to ensure that, before admission, appropriate resources and support are in place for all SEND children, as well as additional transition sessions, to enable them to have immediate access to the curriculum. Children with Education Health Care Plans should be known to the school before admission is arranged, and where possible, a multi-agency meeting held. A programme for transition might be appropriate in order for the child to successfully settle into a new environment. An integration programme for a child transferring from or to a special school, or with significant needs should be organised and will normally last for a period of 4-6 weeks.

Our school is fully accessible and we have a disabled toilet between the Year 2 and 3 classrooms and next to the school Reception area.

## **Identification of Pupils**

At Kings Copse Primary School, we believe early identification and assessment is key to ensuring children are well supported. Children are identified through assessment procedures in school, such as Salford reading tests and screening tests, such as the Dyslexia screening test and through previous school records, parents, medical reports and liaison with outside agencies and the Local Authority.

We believe;

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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 (Code of Practice 2015)

Children are identified under the four broad areas of need,

### Communication and Interaction

- Pupils with Speech, Language and Communication Needs (SLCN)
- Children with ASD, such as Asperger's Syndrome and Autism (ASD)

### Cognition and Learning

- Pupils with learning difficulties, this covers a wide range of need, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and children with profound and multiple learning difficulties (PMLD)
- Pupils with specific learning difficulties, such as dyslexia, dyscalculia and dyspraxia (SpLD)

### Social, Emotional and Mental Health

- Pupils may experience a wide range of social and emotional difficulties that manifest themselves in different ways (SEMH)

### Sensory and/or Physical Needs

- Pupils with a visual (VI) or hearing impairment (HI)
- Pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **SEN provision**

Once pupils are identified through assessment and identification procedures, the school has a graduated system of support that is used to meet individual needs.

### **Quality First Teaching**

Each pupil will have access to Quality First Teaching, as planned by the class teacher. This is support that is tailored to individual needs within the classroom. It may include additional support by the teacher or Learning Support Assistant in class.

Quality First Teaching also includes:

- Having high expectations for your child and all pupils within the class
- Teaching is based on building upon skills and knowledge the child already has and moving them forward
- Using different teaching styles, such as practical learning and using the outdoor space
- Specific strategies that may be suggested by the SENDCo and outside agencies involved with your child's care

### **Small Group Work (See Appendix 1 for specific programmes available)**

Pupils may have access to specific small group work. This support is available to any child within school. These groups may be run by the Class Teacher, Curriculum Support Teacher or Learning Support Assistant. These groups may work on Literacy and Numeracy skills, or have a focus on friendship and social skills.

### **Specialist Small Group Work (See Appendix 1 for specific programmes available)**

Specialist groups are run for children who have barriers to their learning that Quality First Teaching may not be able to meet. Examples of these specialist groups are Speech and Language groups and Occupational Therapy groups. These groups are run with the support and advice from professional outside agencies and Learning Support Assistants with specific training will run these groups under the guidance of the SENDCo. In order for your child to access a specialist group, they would need to be identified by the SENDCo, parents or by a professional, such as the Educational Psychologist (EP), Speech and Language Therapist (SaLT) or Occupational Therapist (OT). Parents would have given permission for these specialists to be involved with the care of their child.

### **Individual Support (See Appendix 1 for specific programmes available)**

If your child is showing a particular difficulty and making limited progress, the school may support your child by running an intervention. These are 1 to 1 short term programmes, designed to give your child intensive support for the area of difficulty presented. Programmes available within school are shown through the school's SEND provision map and change depending on need through the school. The suitability of the intervention programme is dependent on child's ability and age and the SENDCo is responsible for organising this provision: fully trained Learning Support Assistants or the SENDCo deliver these interventions within school.

### **Individual Support (Individual Assessment and Provision Documents) (Previously known as IEPs)**

All children identified by the SENDCo as having specific difficulties will have an Individual Assessment and Provision Document. These plans have small targets and ideas to support your child in making progress. They are reviewed every term by the Class Teacher, SENDCo and any other adults working with your child. These are sent home so parents are aware of their child's individual targets and the small steps of progress the school is currently working on. The documents are flexible within school and if a child has met the target, school staff will automatically progress the child onto a new target without having to wait for the next term's review.

### **Pupils with an Education, Health and Care Plan (EHCP)**

This type of support is available for children whose needs are severe, complex and long term. Children would usually require specialist support, such as from the Local Authority, Speech and Language Therapy, Educational Psychology Services or from Medical teams.

Pupils may join Kings Copse with an EHCP in place from their pre-school or previous school. The school will read through the arrangements and provision suggested in the EHCP and work in consultation with parents and professionals to put them into practice. Pupils with an EHCP have an annual review, in accordance with the Code of Practice 2015, section 9.166; they also have an Individual Assessment and Provision Document, which breaks down the annual review into small termly steps.

### **Transition**

We recognise that transitions can be difficult for children with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining Kings Copse, Early Years Practitioners and the SENDCo/QTVI will endeavour to visit the pre-school or make links with pre-school/agencies involved with your child before they start school and we offer a home visit to all our parents of children coming into Reception year.

When moving between classes at Kings Copse, information is passed between class teachers in advance of joining the new class and we offer social stories to support children in understanding they are moving on. Children also attend a 'changeover' morning to spend some time with their new teacher and any adults supporting them.

If moving to secondary school; the SENDCo/QTVI or Year 6 teacher will attend the primary transition event to discuss specific needs of the child with secondary school staff. The school may organise extra visits and Secondary staff may visit your child within school. Our school Inclusion Support Assistant is also able to run transition groups or 1 to 1 sessions to talk through and support anxieties about going to secondary school.

### **SEND Staffing**

Mrs Clare Darling-Chalke is the SENDCo within school and holds the National Award for SEN Co-ordination. Mrs Bernie Stout is the Qualified Teacher for Visual Impairment. Both are members of the Leadership Team. Mrs Darling-Chalke works Monday, Thursday, Friday, Mrs Stout works Monday, Tuesday, Wednesday.

We have a Learning Support Assistant qualified up to Level 3 Ekklan for Speech and Language Therapy and a full time Emotional Literacy Support Assistant (ELSA).

All of our pupils with an Education, Health and Care plan have their hours met by a specific adult, or adults working as a 'Job-share'. We also have Learning Support Assistants who run specific intervention programmes during the afternoons. There are currently 17 Learning Support Assistants, 2 Early Years Assistants and 12 Learning Support Assistants working with pupils who have a Visual Impairment in the Resource provision.

### **Staff Training/Professional Development**

Training for all members of school staff is highly valued and considered to be extremely important for the needs of our children. The SENDCo and all other members of the school team are given the opportunity to attend relevant courses to develop their role/update knowledge. The SENDCo also provides training and holds weekly meetings in school for all Learning Support Assistants. All staff are part of the Performance Management yearly cycle and may have aspects of SEND as a particular focus in line with School Development Plan.

### **Roles and Responsibilities**

The Governing body and Headteacher maintain overall responsibility for the management of the policy. The named Governor for SEND (including the VI Resource Provision) is Mrs Angela Andrews. The Headteacher and SENDCo are responsible for regular monitoring SEND provision.

The SENDCo's key responsibilities are in line with the Code of Practice 2015 and include;

- Overseeing the day-to-day operation of the school's SEND policy.
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being 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 headteacher and 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 SEND up to date

The SENDCo is line manager for the LSA's and Early Years Assistants and the QTVI is line manager for the VI LSA's.

### **Successful Policy and Practice – Evaluating SEND provision**

The SENDCo reviews the success of provision and support in different ways. This includes the use of data analysis, Individual assessment and provision document reviews, Performance Management of Learning Support Assistants and through the views of the children themselves. The use of pre and post intervention data is key to ensuring provision is successful, likewise teacher class assessments can show if provision has been effective. The SENDCo uses pupil voice to evaluate provision, particularly support for social, emotional and mental health difficulties. Learning Support Assistants form part of the evaluation process by working towards and meeting Performance Management targets. This evaluation process is also shared with Governors in an annual report and updates through the academic year.

### **Storing and Managing information**

SEND files are kept within the SEND office which is locked except for working hours. Individual Provision and Assessment Documents are kept within teacher cupboards and are accessed by Learning Support Assistants. Year 6 files are transferred to pupil Secondary school in the Summer term when requested. All other record keeping is in line with school confidentiality and ICT policy. *All records are treated with the utmost care and in line with a range of school policies informed by the Data Protection Act (1998).*

### **Complaints procedure**

Please refer to the school complaints policy, which provides a staged approach to dealing with complaints. The SENDCo will be made aware of any complaints with regards to SEND and take appropriate action.

### **Reviewing the Policy**

The policy is reviewed annually by the SENDCo with support from parents, teaching staff and Governors. The policy is approved by the Governing body and made available on the school website.

Please also refer to the School's SEN information report, which supports the Local Authority and the Local Offer. This can be found on the school website.

Approved by Governors:

Date of Publication: May 2018

Review Date: May 2019



**Kings Cope Primary School  
Provision Map 2017/2018**

**Inclusive quality first teaching for all**

Need	Wave 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
<b>Literacy</b>	<ul style="list-style-type: none"> <li>- Differentiated curriculum planning, activities, delivery, modification, questioning and outcome.</li> <li>- Pre-learning opportunities</li> <li>- Clear success criteria</li> <li>- Models/images of outcomes</li> <li>- Increased use of visual aids/ physical objects</li> <li>- Real life links</li> <li>- I-Pads, join me, magnification.</li> <li>- Use of display for keywords, number bonds, key skills.</li> <li>- Range of writing frames/ other methods of recording.</li> <li>- Clear learning objectives, success criteria.</li> <li>- Individual or group spellings – organised by class teachers and LSA's</li> <li>- Adult support from a LSA</li> <li>- Parent helpers for reading/key words</li> <li>- Multi-sensory approaches</li> </ul>	<b>Individual Target time during assembly</b>							
		<b>SIDNEY</b> Approximately a 12 week programme delivered by an LSA. Teaches phonological skills, phonemes and blending							
		<b>Precision Teaching</b> Daily 5 -10 minutes. Method for overlearning spellings, reading key words or recognising numbers.							
						<b>Accelerate, Accelwrite</b> x4/5 sessions a week 15-20 mins. Improves Literacy skills through structured phonics exercises using a talking word processor.			
						<b>Rapid Reading</b> 45 minutes a week (x3 sessions of 15 mins) Reading programme designed for children with difficulties in fluency, decoding and comprehension. Uses a computer programme to develop reading fluency.			
		<b>Paired Reading</b> Customised sessions. A way of sharing books with children to promote fluency and accuracy when reading (Delivered by LSAs and Parents)							
					<b>Five Minute Box</b> 10 minutes x 4 a week. Improves knowledge of high frequency words and letter sounds.				
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>- Regular handwriting practice</li> <li>- Pencil grips, special pens, reading rulers</li> <li>- Range of coloured paper, guidelines</li> <li>- Use of a highlighter to mark where to write/size</li> <li>- Use of resources such as writing slopes, sticky back work</li> <li>- Think about opportunities to write – can ICT be used?</li> </ul>	<b>Teodorescu Perceptuo-Motor Programme (Write from the Start)</b> Customised timetable. A regular handwriting programme for groups or 1:1 delivered by an LSA.							
		<b>Letter and number formation group</b> Daily 5 minutes Children have daily practice to overlearn forming letters or numbers. Using multi-sensory approaches.							
					<b>Speed up Handwriting.</b> A kinaesthetic programme to develop fluent handwriting. Delivered by an LSA to a group of children. Lasting for approximately 8-10 weeks. 1 x 40 mins a week				

<b>Numeracy</b>	<ul style="list-style-type: none"> <li>- Differentiated curriculum planning, activities, delivery, questioning and outcome.</li> <li>- Increased use of visual aids/physical objects.</li> <li>- Use of display for keywords, number bonds, key skills.</li> <li>- Clear learning objectives, success criteria.</li> <li>- Real life experiences</li> <li>- I-pads, join me, magnification</li> <li>- Adult support</li> <li>- High use of ICT – Mathletics</li> <li>- Morning maths used to target difficult areas.</li> </ul>	<p><b>Numicon</b> Small group or individual support - Numeracy programme using highly tactile, visual objects. Numicon allows pupils to manipulate, observe and notice whilst exploring pattern. Numicon is designed to give children a firm understanding of basic number.</p>	
			<p><b>Five Minute Maths</b> Customised timetable – 5 minutes daily. Children work through small steps of progress, looking at recognition of number, using tens and units and concepts of time, measurement and money.</p>
		<p><b>Precision Teaching</b> Daily 5 mins. Quick fire way to overlearn key mathematical facts, such as number bonds or timetable facts.</p>	
<b>SLCN</b>	<ul style="list-style-type: none"> <li>- Talking partners</li> <li>- Breaking down instructions – chunking</li> <li>- Visual prompts around classroom</li> <li>- Using child’s name to cue into instructions</li> <li>- Signing/Makaton</li> <li>- Simplify language</li> <li>- Short instructions</li> </ul>	<p><b>Narrative Therapy</b> Individual and group work. Activities to support Literacy skills such as, story planning, story comprehension, retelling events, explanations in verbal and written form.</p>	
		<p><b>Speech and Language Therapy</b> Customised timetable - Speech and Language Support Assistant working under advice from the NHS SaLT.</p>	
		<p><b>Pre - Teaching</b> Customised timetable. A chance for children to explore new vocabulary before hearing them in the classroom.</p>	
		<p><b>Lego Therapy</b> Customised timetable x3 children. Group that promotes social skills, such as turn taking, listening and eye-contact. Used to promote communication between peers.</p>	
<b>PD</b>	<ul style="list-style-type: none"> <li>- Pencil grips, pens, slopes</li> <li>- Use of ICT</li> <li>- Seating arrangements – special chairs, cushions, foot stool</li> <li>- Large print provision</li> <li>- Staff aware of medical issues</li> <li>- Staff aware of implication of physical impairments</li> </ul>	<p><b>Sensory Group</b> 1 x session per week and class activities. Small group support to expose children to sensory experiences. Activities split into body awareness, oral awareness, sensory experiences.</p>	
		<p><b>OT Group/Individual/Core concepts Group</b> 1 x 30 minutes /Customised timetable. The programme is delivered once week by Learning Support Assistants. Used to develop core stability and balance.</p>	
<b>SEMH</b>	<ul style="list-style-type: none"> <li>- Daily home/school record.</li> <li>- Pastoral support through SEAL/PSHE curriculum.</li> <li>- Classroom management and organisation. – visual timetable, reward systems</li> <li>- Reward systems – school behaviour policy</li> <li>- Circle time</li> <li>- Extra-curricular activities - clubs</li> </ul>	<p><b>Social Skills/Friendship Groups</b> Customised timetable. Group support for developing social skills and friendship skills.</p>	
		<p><b>ELSA/FEIPS/Time to Talk</b> Customised timetable. Working on individual needs or with a group of children. Supporting home and school issues. ELSA’s can provide support in the following areas · Recognising emotions, · Self esteem, · Social skills, · Friendship skills, · Anger management, · Loss and bereavement, · Home life, · Anxieties and fears, · Times of transition</p>	
		<p><b>Drawing and Talking Therapy</b> 1 hour session per week. Working with a trained LSA on using drawing to explore feelings and talk about subject matters of their choice.</p>	
		<p><b>Toast and Talk Time</b> 20 minutes per day, daily. Small group social skills and nurture based. Focus on turn-taking, problem solving and developing communication skills.</p>	
		<p><b>1 to 1 work in class with Learning and Inclusion Support Assistant</b></p>	