



Keresforth Primary School

SEND Policy

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Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0 – 25 (July 2014)
- Children and Family Act 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Disability and Discrimination Act 1995
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

School specific policies on:

- Teaching and learning
- Assessment
- Behaviour
- Safe guarding
- Anti-bullying
- Equal opportunities
- Admissions
- Data protection
- Complaint procedure

Inclusion Rationale:

In order to fulfil our responsibilities to provide a broad and balanced curriculum for all pupils and staff at KPS aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups. Staff at KPS value pupils of different abilities and support inclusion. Within the school, staff and pupils will constantly be involved in the best ways to support all pupils' needs.

Within each class teaching and learning styles and organisations will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs will be part of this process.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school and at home.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils at some point in their educational career may experience difficulties which affect their learning and we recognise that these may be short or long term. At KPS we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We also recognise that there is a difference between the child who is under achieving and the child who has special educational needs.

Definition of Special Educational Needs and the Four Areas of Need

Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision made for them.

Children have a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.*

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.

Talented or Gifted Pupils are excluded from this definition. The school, however, recognises that these pupils have their own equally important additional educational needs and these are addressed separately in the school's Inclusion policy.

The definition of Disability under the Equalities act 2010 is as follows

A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but there can be overlap of the SEN definition for this reason this policy covers both pupils with SEN and pupils with disabilities.

Within the code of practise, there are 4 broad categories of SEND

- Communication and interaction: children with speech, language and communication needs, including those with an Autistic Spectrum Disorder
- Cognition and learning: children with moderate, severe or profound and multiple learning difficulties
- Social, emotional and mental health disorders: this includes children who show withdrawn or challenging behaviour for a variety of reasons, have attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder
- Sensory or physical need: includes children with visual, hearing or multi-sensory impairment or a physical disability.

At KPS the purpose of identifying the child's need is to enable us to plan provision effectively for pupils and not to fit them into a category.

This policy also accepts the need to ensure the inclusion of our more able pupils and Gifted and Talented.

The SEN Co-ordinator is Mrs H Otley

The SEN Governor is Mrs J Turton

Aims of the policy

- For the Governing Body to carry out all its statutory duties towards pupils with SEN (a list of these duties can be found in Appendix 1).

- To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice July 2014.
- To value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- To ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours
- To ensure that all our pupils are involved in decisions made about them and their education
- To ensure that we involve our parents in school life and keep them informed about their children's progress.

Objectives in making provision:

- The progress of all pupils will be continually monitored to identify needs as they arise; needs, will be identified and support provided as early as possible in children's time with us.
- Full access to the curriculum will be provided through differentiated planning by class teachers, SENCO and support staff as appropriate.
- Specific input, matched to individual need, will be provided in addition to differentiated classroom provision, for those pupils registered as having SEN.
- Progress of pupils with SEN will be reviewed regularly to provide the most effective and relevant learning provision.
- Pupils with SEN will be perceived positively by all members of the school community.
- SEN provision is positively valued and accessed by staff and parents.
- We will be able to meet the needs of as wide as range as possible of children who live in our catchment area.
- Children will move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- Parents/carers will be fully involved at every stage in plans to meet their child's special needs – children themselves will be involved, wherever possible, in planning.

Roles and responsibilities in school

Provision for children with special educational needs is a **whole school responsibility**.

The Governing Body, in cooperation with the Headteacher, determines the school's general policy and approach to provision for children with SEN, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. This ensures that the quality of SEND provision is continually monitored and that it is part of the schools development plan.

The SEN/Inclusion Governor takes a particular interest in and closely monitors the school's work on behalf of children with SEN. She visits school regularly and ensures that the needs of school and children are being met.

The Headteacher has responsibility for the day-to-day management of SEN provision. The Headteacher keeps the governing body fully informed about SEN and works closely with the school's SEN Co-ordinator (SENCO). The Headteacher is also the school's **Responsible Person**. The Responsible Person is the person the LA informs, when they conclude that a person has special educational needs. The Responsible Person must ensure that all those who teach the child know about the child's SEN.

All teaching and support staff are involved in the development of the SEN policy and are responsible for putting the policy into practice. Staff are responsible for reviewing and writing support plans taking account of individual needs and sharing these with parents.

The SEN Coordinator, working closely with the Headteacher, the teachers and support staff, is closely involved in the strategic development of the SEN policy and provision. The SENCO also has responsibility for day-to-day operation of the SEN policy and for coordination provision. The coordinator carries out reviews and parent meetings, attends regular SEN updates held by the LA, presents to panel any EHCP assessments, and leads on EHA which are SEN related.

Arrangements for co-ordination SEN Provision

- The SENCO will meet with every class teacher to discuss and review SEN concerns. (These are to be SEN concerns and not underachieving children where the class teacher is responsible for planning good first wave teaching).
- The SENCO will meet to discuss and review SEN concerns at School Support plan level, at least termly with the Head teacher and will meet with individual class teachers when appropriate.
- The SENCO will be alerted by class teachers to newly arising concerns through informal meetings or the SEN concerns form at any time.
- The SENCO monitors planning for SEN and is able to support class teachers and learning support assistants with their planning on request. Targets arising from support plan meetings and reviews will be used for future support planning. Class teachers are responsible for writing and reviewing individual pupils support plans termly. These should be handed to the SENCO admin on a regular basis and reviewed with parents.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants throughout the school. This is funded from the Local Educational Authorities annual budget. The support timetable is reviewed as necessary, by the SENCO and the management team in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
- The SENCO, together with the Headteacher and SEN Governor, will monitor the quality and effectiveness of provision for pupils with SEN.
- The support timetable will be reviewed on a regular basis, by the SENCO and the Headteacher, in line with current pupil needs, educational initiatives and the budget.
- To ensure that the provision map is reviewed regularly and up dated.

Admission Arrangements

- Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs.
- Children identified, prior to joining our school, as having SEN will be closely monitored to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs. Extra visits can also be arranged for both parent and child, so that the transition period is eased for the child.

Specialised provision

The SENCO and teaching assistants have a wide range of experience of working with pupils with SEN, and have undergone further professional development in SEN. Details of further professional development undertaken are available on request for all staff.

Special facilities and Access arrangements

- KPS is at present housed in one main building, which has wheelchair access to the majority of doors. The nursery is in a separate block on the same site. Wheelchair access is also available.
- There is currently one toilet which is accessible for disabled children or adults. The school also has shower and laundry facilities.
- Our Personal, Social and Health programme helps children to be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.
- A copy of the schools Access plans can be viewed in Appendix 5.

Allocation of Resources to and amongst Pupils

- We have mapped out our provision to show how we allocate resources to each year group. This can be viewed in our Provision Map (Appendix 2) which is updated termly by the SENCO.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children will be used to provide information about areas where a child is not progressing satisfactorily.

The school's system includes reference to:

- On going teacher assessment and observation
- The outcomes from baseline assessment results
- Progress against the objectives specified in the National Curriculum
- Standardised screening or assessment results
- Observation of behavioural, emotional and social development

School will also be responsive to expressions of concerns by parents/carers.

Based on the school's observations and assessment data and following a discussion between the child's teacher, the SENCO and the parent/carer, a child may be recorded as needing either:

- (a) Differentiated curriculum support with the class
- (b) Additional provision through **School Support Plan** provision

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of whole class planning. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, differentiation will be recorded in the daily planning by the class teacher and monitoring of progress will be carried out by the child's teacher.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress, provision at **School Action** level may need to be made.

School Support Plan

If a decision is made to help the child through School Support Plan, the child's teacher will provide interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum.

On evaluation and impact School Support Plans would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

A child receiving support at School Support Plan will be recorded on the schools provision map and may have an individual plan especially if the concern is emotional, social or behavioural. The child's teacher remains responsible for working with the child on a daily basis and planning and delivering the individualised programme.

School Support Plans are written by the child's class teacher with any additional support given by SENCO. Strategies used to enable the child to progress are recorded and will include information about:

- The short term targets for the child (SMART)
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes

The Support Plan will only record that which is additional to or different from the differentiated curriculum which is in place for all children. The Support Plan will be discussed with the child and the parent/carers who will be given a copy if they require one. The Plans will be reviewed termly, and more frequently if necessary. Parents/carers and, wherever possible, the child will be invited to contribute and will be consulted about any further action if able.

Copies of the school's support plan can be found in Appendix 3 of this policy.

As part of the review process, the SENCO and other staff, in consultation with the parents/carers, may conclude that despite receiving support for a considerable period, the child continues to have significant needs.

Provision at this level will include the involvement of specialists' services. Specialist support service may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The triggers for additional support to be requested are that the child:

- Continues to make little or no progress in the areas of concern over a long period
- Continues to work at National Curriculum substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills

- Has emotional or behavioural difficulties which regularly and significantly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and required additional specialist equipment or regular advice or visits by a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

School request for a statutory assessment - EHCP

For a child who is not making adequate progress, despite a period of support at School Support Plan, and in agreement with the parents/carers, the school will request for an Educational, Health, Care Plan be made to the local authority.

The school is required to submit evidence to the LA who make a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. The local authority has 6 weeks to decide if the assessment is to go ahead. If it is decided then information will be collected from parents, school and other professional involved with the child. Once this information is gathered, a decision will be made as to whether or not to draft an EHCP. The draft plan is then agreed. The whole process has to be completed within 20 weeks.

An EHCP is only issued where there is a high level of need. The plan will state a range of support required for the child. If a child falls within range 1 and 2 funding is to be met entirely from the schools budget, if they fall within band 3-5 top up funding may be available.

All children with EHCP will have short-term targets set. The strategies to meet these targets will be set out in their support plan.

Annual Review

All statements will be reviewed at least annually. The parents/carers, the pupil, the LA, the school and other professionals will be invited to consider whether any amendment to the description of the child's needs or the provision specified needs to be made. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

The School's Arrangement for SEN In-Service Training

- The SENCO attends regular cluster/authority meetings to update and revise developments in Special Needs Education
- SEN is targeted each year through the school's long term goals and the School Development Plan. In-Service training and individual professional development is matched to these targets.
- In-house SEN training is provided through staff meetings by the SENCO
- All staff have access to professional development opportunities and are able to apply for SEN training where a need is identified
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate

The use made of teachers and facilities from outside the school, including support services

- The educational psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit

- Specialist teaching is requested where we do not have the necessary in-house expertise – for example, in relation to children with autistic-spectrum disorders, sensory impairment or severe emotional and behavioural difficulties
- Teachers from the Sensory Impairment Team work in school to support children where this is indicated on their EHCP.
- The Speech and Language Therapist works in school to support children where this is indicated on their EHCP.
- The SENCO liaises frequently with a number of other outside agencies, for example

Social Services
 Education Welfare Service
 School Nurse
 Community Paediatrician
 Speech Therapy
 Physiotherapy
 Occupational Therapy
 The Child and Adolescent Unit

Parents are informed if any outside agency is involved with their child. A record will be kept of any outside agency involvement in the child's SEN folder.

Arrangements for partnerships with parents/carers

We believe that partnership with parents/carers is vital in enabling children with SEN to achieve their potential. We welcome and value the partnership with parents/carers and will actively seek to work with them.

Parents/carers will be involved in all stages of the education planning process. When a decision is made to provide a child with SEN provision, an appointment will be made by the child's teacher to meet the child's parents/carers. Parents/carers will be told about the school's concern and decision and action to be taken. Parents/carers will also be provided with information on Barnsley's Parent Partnership Scheme. Information on the scheme can be found in Appendix 6 of this policy.

Parents/carers at all stages of the SEN process will be encouraged to make known their wishes, feelings and perspectives on their child's development and encouraged to participate fully in meetings to plan and review their child's progress. They will receive a copy of all Support Plans. Parents/carers will have the opportunity to discuss concerns and progress at termly reviews and other appointments will be available on request.

Parents/carers of pupils who are not recorded as having special educational needs will be encouraged to alert school to any concerns they have about their child's learning or progress. The SENCO will be available by appointment before school each morning and after school most evenings. Regular communication between school and home will, hopefully, ensure that concerns are promptly acted on.

Ideas and materials for supporting learning at home will be discussed with parents/carers on request or as appropriate.

When a child starts at the school the school will ask parents/carers about their own access needs. All meetings will be made accessible to disabled parents/carers and, where require , information will be provided in alternative formats, e.g. large print, Braille, audio tape, BSL etc.

Parents/carers will be alerted to the existence of the school's SEN policy in the School Prospectus and the Governors' annual report to parents. Access to the policy will be available to all parents/carers on request.

Pupil Participation

The school recognises that pupils have a unique knowledge of their own needs and circumstances and we ensure that the views of pupils are sought and taken into account. We try to ensure that pupils feel confident that they will be listened to and their views valued. Where possible, we encourage pupils to participate in decision-making processes including the setting of learning targets, contributing to IEPs and their reviews, contributing to the assessment of their needs and the annual review and transition processes.

Links with other schools/transfer arrangements

We do our best to ensure a smooth and supportive transfer between schools. This involves, wherever possible, the transfer of SEN information well in advance of pupils entering the school or transferring to another school. We liaise closely with our local secondary school.

The transfer from primary to secondary education for pupils with statements is first considered at the annual review in Year 5. Wherever possible, clear recommendations are given as to the type of provision the pupil will require at secondary school. This makes it possible for parents to visit secondary schools and to consider appropriate options within the same or similar timescales as other parents.

The SENCO of the receiving secondary school is always invited to attend the final review in primary school of any pupils with a statement and they will be invited to meet pupils in their familiar surroundings prior to transfer. All pupils make at least one full day visit to the receiving secondary school, and additional visits are made on request or if it felt to be appropriate.

If a pupil at KPS has received any level of special need support, the SENCOs will make sure that all documentation relating to the pupil's SEN is transferred to the receiving school within 15 days of the pupil ceasing to be registered at KPS.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

Health service professionals are regularly consulted by the school. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals are made as appropriate.

The Education Welfare Service is accessed through the Education Welfare Officer who visits school regularly. Teachers alert the SENCOs, if there is any concern they would like discussed.

Social Services and the Educational Welfare Service are accessed through the designated Social Services officer or the visiting education welfare officer as appropriate.

Many local and national voluntary organisations support SEN. Parents/carers are given details of these groups on request or as appropriate. Information sent from organisations is posted on the parent's/carer's notice board in school.

Access to the curriculum

The school ensures that all children have access to a broad and balanced curriculum, and that the National Curriculum programme of study is flexible enough to meet every child's need. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion).

Teachers have regard to the statutory inclusion statement of providing effective learning opportunities for all pupils and the National Curriculum programmes of study are modified, as necessary. The knowledge, skills and understanding are taught in ways that suit the pupil's abilities.

This means at times choosing knowledge, understanding and skills from earlier key stages so that pupils can make progress and show what they can achieve. For pupils whose attainments fall significantly below the expected levels of a key stage, teachers may use the content of the programmes of study to provide a context for planning learning appropriate to the age and requirements of the pupils.

Teaching Assistants support individuals or groups of children in accessing the curriculum. Staff are careful to work in a way that avoids isolating the children they are supporting, and help children work in the company of other children, and often collaboratively with them. Where pupils are withdrawn for therapy (e.g. speech and language therapy or physiotherapy) the timetable is flexible so that children do not miss the same lessons or subject every time.

Children with sensory or mobility impairments or a specific learning difficulty at times access the curriculum through specialist equipment and approaches by alternative and adapted activities. Specialist advice and support on providing access is requested from external support services, as appropriate.

All pupils have the opportunity to join in school visits, residential weeks and after school- clubs.

Working with disabled parents/carers

We will ask parents/carers about their own access and communication needs and do our best to meet these needs.

Disability equality and trips or out of school activities

We will try to make all trips inclusive by planning in advance and using accessible places. We will provide additional teaching assistant support for individual children as required. All teachers complete the required risk assessments needed when taking any child outside of school.

Evaluating the success of the SEN policy

The SEN policy will be subject to a regular cycle of monitoring, evaluation and review and the SEN Governor together with the SENCO and the Headteacher will be fully involved in the cycle.

The broad aims and objectives set out at the beginning of this policy will lay down the foundation for evaluation and, in addition to these; specific targets will be set each year against which the effectiveness/success of the policy will be measured.

We will not take educational inclusion for granted. We will constantly monitor and evaluate the progress each pupil makes and identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide.

The SEN policy and development plans will be reviewed and updated on at least an annual basis.

Complaints procedure

If parents/carers have a concern or complaint regarding special educational needs or an inclusion issue, we encourage them to promptly tell us about it. Most concerns can be sorted out quickly by speaking with the SENCO. If this fails to resolve the matter, then the Headteacher can be contacted. If the concern or complaint cannot be resolved by the Headteacher, then parents/carers should contact the school's governing body.

APPENDICES

APPENDIX 1	The Governing Board's statutory duties towards pupils with special educational needs
APPENDIX 2	Provision map for school
APPENDIX 3	Support Plan profoma
APPENDIX 4	Information on Parent Partners (formerly Barnsley Parent Partnership Service)
APPENDIX 5	The schools' Access Plan

THE GOVERNING BOARD STATUTORY DUTIES TOWARDS PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all that are likely to teach the pupil. Every school must have a 'responsible person' who is generally the Headteacher but may be the chair of the governing body or a governor appointed by the governing body to take that responsibility
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- Consult the LA and governing bodies of other schools, when it seems to be necessary or desirable in the interest of the co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs. This must be reasonably practical and compatible with the child receiving the special educational provision their learning needs call for. Also the efficient education of the pupils with whom they are educated and the efficient use of resources must be taken into account
- Have regard to the SEN Code of Practice when carrying out its duties towards pupils with special educational needs
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

The Code also states

Governors play a major part in school self-review and should establish mechanisms to ensure they are fully informed about the school, including the systems for, and the outcomes, of in-school monitoring and evaluation. In relation to SEN the governing body should make sure that:

- It is fully involved in developing and monitoring the school's SEN Policy
- All governors, especially any SEN governors are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school development plan
- The quality of SEN provision is continually monitored

Provision Map
Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Wave 2 Interventions</u> Literacy								
Speech and Language								

Provision	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Wave 2 Interventions</u> Numeracy								

Behaviour / Social Skills									
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Provision	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wave 2 Interventions Other Mentor								

Provision Map

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wave 3 Interventions Literacy								

Provision	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Wave 3 Interventions</u> Numeracy								
<u>Wave 3 Interventions</u> Speech and Language Behaviour / Social skills								
Provision	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Wave 3 Interventions</u> <u>Other Mentoring</u>								

Provision Map

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Gifted and Talented Provision</u> Literacy								
Provision	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Gifted and Talented Provision</u> Numeracy								

Provision	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Gifted and Talented Provision</u>								
ART								
Dance								
PE								
Science								
<u>Total Teaching Assistant Hours</u>								

Considerations

- **Wave 2 interventions**

Progression In Phonics, ELS, ALS, FLS, etc

Models and Images, Springboard

Peer Support

Talking Partners

SALLEY

Small group Circle Time

Circle of Friends

- **Wave 3 Interventions**

Catch Up, Paired Reading / Writing / Learning, Accelerated / Accelerwrite, Phonics Awareness Training, Reading Recovery, Dyslexia programme, , Cued reading / spelling

Speech Therapy Programmes, Time to talk

Specific ICT programmes

Wave 3 mathematics interventions

Social Skills training, Nurture Groups, Lunchtime support programmes, Learning Mentor

My Support Plan

Childs name _____

D.O.B _____

NC Year Group _____

Date started _____

	Targets	Support/Interventions	Resources required	Evaluation
1.				
2.				
3.				
4.				

Date discussed with parents' _____

Parent/s signature _____

Date reviewed _____

Teacher signature _____

Parent Partners

(Formerly the Parent Partnership Service)

What is Parent Partners?

Barnsley Parent Partners is provided by Barnsley Local Education Authority **especially** to work with and help parents and carers of children with Special Educational Needs.

We work with Parents, Carers, Schools, Early Years Settings, the Local Education Authority and others to make sure that children and young people with Special Educational Needs are helped in the right way.

What exactly does Parent Partners do?

- Talk with you – by telephone, meeting, email, letter or fax communications.
- Support you at meetings with school or the Local Education Authority.
- Give you advice and information about what you can do, the school can do and the Local Education Authority can do to make sure your child is helped.
- Help you to be part of making decisions about your child's education.
- Provide you with a volunteer who can support you in your individual situation – these volunteers are called Independent Parental Supporters.
- Provide you with information about specific disabilities/conditions and Local and National Organisations which might be able to help you.

- Provide training where appropriate

What is Parent Partners not able to do?

- We **cannot** take sides.
- We **will not** talk about your situation to anybody without your permission.
- We **cannot** influence benefits or housing decisions

Who to contact

Telephone:

01226 773377

Email:

parentpartners@barnsley.gov.uk

Where to go

Venue address:

Inclusion Services PO Box 634

Barnsley

Postcode:

S70 9GG

Date and Time

November 2015

Time of Day:

Afternoon, Morning

November 2015



**Keresforth Primary School
Accessibility Plan
2015-2017**

Accessibility plan 2015-2017

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. KPS the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

At KPS we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

Contextual Information

KPS was built around the 1900’s. The original Victorian single storey building houses the main school. A 1970’s prefab classroom houses the nursery. A Disabled toilet is available in the main school building.

Access to the nursery building is via a ramp leading up to the building, access to the main building can be gained through several doors at ground level although there are some fire exits which have step access. (Separate risks assessments are drawn up for individuals when these accesses need to be used by individuals.) Access can be gained to all internal areas of the main school building as there are ramps and wide opening doors.

Access into the schools grounds is via steps as the school is raised up from pavement level. The school also has an extremely steep and narrow drive which can be very difficult to negotiate. The school does provide a disabled parking area at the top of the drive.

KPS has 2 playgrounds one of which is accessed by steps or up the grass, whilst the other is on a slope.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning difficulties and also a number of children who have a medical diagnosis.

We have a number of children who have other medical conditions such as epilepsy and asthma. All relevant staff are appropriately trained to support these pupils.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils.

We have a small number of pupils and parents who have a hearing impairment and a small number of parents with some physical disability.

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	To identify pupils who may need additional or different provision for each intake.	To liaise with health visitor, children's centre and other providers to review potential intakes into school and nursery. To ensure that relevant members of staff attend TAC meetings and other review meetings organised for pupils.	Summer term each year ready for September	HT SENCO EYFS leader	Resourcing /procedures / equipment in place for pupils who require any additional support. Care plans in place. EHA in place for families.
	To ensure the health needs are met for all pupils.	Relevant training - diabetes, epilepsy, asthma Review use of emergency inhaler – ensure that parents are notified. Care plans up to date. Policy for dealing with medical conditions reviewed.	Medical training reviews in the September each year. Jan 2015 Jan 2015	School nurse HT Specialist medical teams First aid lead	Care plans reviewed. All training received for all staff. Medical conditions policy.
	To support staff development in the use of Makaton.	To have training session with someone from C and I team to train foundation staff. To make resources and learn signs relevant to the child. To share new signs	Training Autumn term 2014 Ongoing through 2015/16 with further staff training as required.	Communication and interaction team EY leader	Staff develop skills in Makaton. Communication increases for individual children.

		with parents and support them in their use.			
	Classrooms organised to promote independent learning for all pupils. Rooms promote the participation of all pupils in learning.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms. Organisation of resources to support learning. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	January 2015 start to purchase new furniture to equip classrooms. ongoing	All staff	Increase in access to the new curriculum.
Medium term	To establish close and positive relationships with parents.	To ensure collaboration and sharing between school and families. Ensure that concerns are listened to and are taken to EHA if required. Ensure regular updates on the curriculum for parents.	Summer 2016	HT Admin staff LMentor	Training for relevant staff on EHA. LM to attend training for supporting families
	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system so that with life without levels still shows pupil progress. Regular liaison with parents. Introduction of new pupil support system. Development of pupil portfolios for statemented / EHC plan pupils.	Termly reviews. September 2015 for life without levels to be reviewed during 15/16.	HT SENCO Class teachers	Progress of these pupils clearly shown for parents and other outside agencies. Portfolios developed across school for individual pupils.

	To develop a range of strategies and support materials to deal and work with children with behavioural and emotional difficulties.	To work with targeted mental health services to support children with behavioural and emotional difficulties and put plans and a range of support mechanisms to support these children.	2015-2016	Leadership team All staff	Children have a planned programme of support to deal with their needs.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Ensure that all needs stakeholders are collected on pupil data collection, parent meetings and staff inductions.	ongoing	Admin staff HT SENCO Class teachers	All stakeholders needs being met.
	Ensure all disabled pupils can be safely evacuated	Ensure that risk assessment regarding individual pupils where necessary are reviewed regularly. If a child come to school with a temporary impairment risk assessments are carried out.	ongoing	HT Site manager Class teachers	All pupils can evacuate safely
	Ensure hearing equipment in classrooms to support hearing impaired	To ensure that hearing system is worn by relevant member of staff. Staff training in connecting hearing system. Ensure staff know about which parents are effected by hearing loss by good staff transfer of pupils.	ongoing	All staff	Hearing system used. Staff aware of hearing impaired parents and pupils.
	Improve physical environment of school	The school will take account the needs of pupils, staff and	ongoing	All staff	Lively and inviting environment

	environment	visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. Colourful, lively displays in classrooms and inviting role play areas.			maintained.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	ongoing	HT SBM First aid lead	
Long term	To have suitable disabled access onto school site. Including pram access and motability devices.	To maintain contact with the LA to support funding for ramp access onto school premises away from the school drive.		Governors HT / SBM to look for finance avenues to support this. LA finance support	Ramp access to school grounds
	To update and develop disabled toilet facilities.	To maintain contact with the LA for update and redevelopment of the disabled toilet facilities which are practical and suitable for use.		Governors HT / SBM to look for finance avenues to support this. LA finance support	New disabled toilet
	To move the playground to ensure complete safeguarding for children away from the front of the school building. (relocating the	To maintain contact with the LA to support funding to relocate playground and staff car park including new fencing to separate car park from parent and pupil		Governors HT LA finance support	Relocated playground.

	school playground from the front of school to the rear of school)	walkway			
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Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats. The school will be able to provide written information in different formats when requested for individual purposes.	ongoing	Admin officer School leadership team	All parents can access information.
	To ensure parents and pupils with hearing impairment have full access to information.	To ensure that telephone calls are kept to a minimum use of school text system. Use of radio microphone in school for staff and staff know how to use it.	ongoing	All staff	Hearing paired have full access to information in school and about school.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children. Training for staff.	Ongoing	All staff	Staff have a greater awareness of dealing with children on the ASD spectrum and understand how to deal with different situations.
Long term					

Agreed by Governors on _____

Signed _____ (Chair of finance)

November 2015