

# **Kettlefields Primary School**



## **Special Educational Needs and Disabilities (SEND) and Inclusion Policy**

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## **Compliance**

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

- The Education (Special Educational Needs Co-ordinators) (England)(Amendment) Regulations 2009
- Guidance to schools on the identification and assessment of SEN – CCC guideline
- A Graduated Response to SEN – CCC guidelines
- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards (2012)
- This policy was created by the School’s SENDCO, in liaison with the SLT, Governors, all staff and parents of pupils with SEND, following the reforms in the SEN Code of Practice 0 – 25 (July 2014)

SENDco: Mrs Laura Arbon (larbon@kettlefields.cambs.sch.uk)

The SENDco has completed the National Award for SEN Coordination in October 2018.

Governor responsible for SEND: Mrs Diane Kingdon

### **Our Vision**

At Kettlefields Primary School, we believe it is important to celebrate individuals and their achievements in an atmosphere which is inclusive and supportive. We aim to develop the full potential of the children in our school and to identify and break down possible barriers to learning.

Some pupils have needs that are additional to and different from other pupils of the same age and need extra help. These pupils have additional/special educational needs.

Because of our commitment to inclusion, we pay attention to the different individuals and groups of children within our community by responding appropriately and quickly to children's emotional, social and learning needs. Staff regularly assess the wellbeing and progress of all children and make reasonable adjustment to enable every pupil to be as included as possible in all aspects of school life.

### **Introduction**

At Kettlefields Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child . . . has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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.'

The National Curriculum is our starting point for planning the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some pupils will, permanently or from time to time, have areas of significant learning difficulty that widen the attainment gap between them and their peers. We will aim to close such

gaps by working with the child and their parents and carers in planning and delivering bespoke provision. This will include encouraging confidence and positive self-image as well as developing empathy towards others.

These pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Teachers make provision to support individuals or groups of children with strategies to support these needs and thus enable them to participate effectively in all school activities.

This policy ensures that curriculum planning for children with special educational needs takes account of the type and extent of any difficulties experienced by the child. The school will ensure that parents/carers are notified of any decision that SEN provision is being made for their child.

All children with special educational needs or disability (SEND) will be admitted to the school in line with the school's agreed Admissions Policy, as identified in the school prospectus, in line with LA policy. This SEN policy should also be read in conjunction with other school policies and is in line with the SEND Code of Practice 2014.

### **Aims and Objectives**

Our specific objectives for our SEND policy are to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

#### **Our school aims to:**

- Value all pupils equally.
- Enable every child to experience success in an environment that meets the special educational needs of each child – raising the aspirations and expectations for all pupils irrespective of SEND status.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Enable all children to have full access to all school activities, including the curriculum.
- Promote individual confidence and a positive attitude.

- Involve parents/carers in planning and supporting at all stages of their pupil's development.
- Work collaboratively with parents, other professionals and support services.
- Identify, Assess, Plan, Do, Review records, and regularly review pupils' progress and needs.
- Ensure that the views and wishes of the children are taken into account, where appropriate.
- Ensure that the responsibility held by staff and governors for SEN is implemented and maintained.
- Promote effective partnership with outside agencies, when appropriate.
- Ensure that the needs of Greater Depth pupils are identified and supported by extending and challenging the curriculum where appropriate.

#### **The four broad areas of need**

Area of Need:	Examples of difficulties
1. Communication and interaction	Speech, Language and Communication Needs  Autism spectrum disorder/condition (ASD/C) Social Interaction Difficulties
2. Cognition and learning	Learning Difficulties  Specific learning difficulties e.g. Dyslexia
3. Social, Emotional and Mental Health Difficulties	Challenging, disturbing or difficult behaviour Attention Deficit Disorder  Attention Deficit Hyperactivity Disorder Attachment Disorder  Depression  Anxiety
4. Sensory and/or physical Needs	Hearing Impairment  Visual Impairment  Physical Disability

## **1. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (SEND Code of Practice 2014, 6:28)

## **2. Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (SEND Code of Practice 2014, 6:30)

## **3. Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. (SEND Code of Practice 2014, 6:32)

## **4. Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational

facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We recognise that there are factors which are NOT SEN but may impact upon the progress and attainment of pupils.

These factors include:

- Disability (the Code of Practice outlines the 'reasonable adjustment duty' for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Child in Care / Looked After Children
- Being a child of a Serviceman/woman.

Identification of challenging behaviour as a need, is not an acceptable way to describe SEN. Concerns relating to a child's behaviour are described as an underlying response to a need which the school will be able to recognise and identify clearly, using knowledge about the child. Please see the Behaviour Policy for more information on how we support all children with challenging behaviour.

### **Roles and Responsibilities.**

#### **Headteacher**

- has responsibility for the day to day management of all aspects of the school, including pupils with additional needs.
- seeks and shares best practice across the school.
- keeps the Governing Body fully informed and works closely with the school's SENDco.

#### **Class Teachers**

- deliver an appropriately matched curriculum to all children.

- understands they have responsibility to any pupil with additional needs in their class, and do their best to adapt the curriculum to meet those needs.
- creates plans to support the needs of those children with additional needs. (APDR plan)
- are consulted in the development of the school's SEND policy and are aware of procedures for identifying, assessing and making provision for pupils with additional needs.
- works in partnership with SENDco, parents, pupils and other agencies for the benefit of those pupils.
- participates in appropriate training.
- ensures relevant assessment data for individual pupils is collected, recorded and updated.

### **Special Educational Needs Co-ordinator (SENDco).**

The SENDco is Laura Arbon. Her responsibilities include:

Managing pupils' needs on the SEN Register. It is reviewed every term to ensure that:

- new pupils who have SEND are put into the system quickly;
- it is a current list of pupils who are still at the school;
- it informs teachers which pupils are on the SEND register;
- it can be used to inform termly pupil progress meetings;
- the most recent attainment levels are reflected within it.

Other responsibilities include:

- keeping up-to-date on SEND matters, advising and supporting colleagues;
- liaising and working in partnership with parents of children with additional needs.
- Working with children and gaining their voice in response to their targets and progress.
- co-ordinating provision and ensuring that relevant information about individual pupils with SEND is collected, recorded and updated;
- overseeing and reviewing the SEND Policy and schools SEND Information Report/ Offer.
- co-ordinating provision for pupils with additional needs.
- liaising with and advising staff.
- overseeing records kept on all pupils with additional needs.
- liaising with all relevant external agencies eg: secondary SENDco's, specialist teaching teams, educational psychologists, speech and language therapists and other health services.



## **Pupils**

Pupils participate by:

- developing a recognition of the different strengths and needs of all their peers, and treating them with respect.
- having their wishes about their own needs regularly sought and considered.
- being involved in the planning of educational provision, target setting and reviewing processes.

## **Parents**

Parents participate by:

- working in partnership with the school to help meet their child's needs.
- participating in planning and reviewing of targets and supporting learning at home.
- The school will take a proactive role in consulting with parents.

## **The role of the Governing Body**

The Governing Body has a responsibility to ensure that the school and SENDco adheres to its policy with regards to SEND and the SEND code of practice.

The Governing Body has a Governor specifically to oversee the school's provision for pupils with additional needs This is currently Diane Kingdon. This Governor liaises with the SENDco to monitor provision at all levels within the school.

## **Parent / Carer Partnership**

Kettlefields Primary School values working in partnership with all parents and carers. We will seek to involve parents in all decisions about their children, gaining parental permission before referring them to external agencies for support.

We take the views of parents extremely seriously and actively seek their involvement when making decisions regarding their child's educational provision. We believe that this partnership is crucial in enabling us to draw up a complete picture of the child, supporting them to achieve their full potential. The key principles in promoting this partnership are outlined in the SEND Code of Practice 2014. We aim to provide user-friendly information and procedures and to involve parents in all decisions concerning their children.

## **Parental Concerns**

If at any time a parent or carer has concerns about the special educational provision for their child, the first person to contact should be the class teacher, who will see them at the earliest, mutually convenient time to discuss the concerns.

If this meeting does not resolve the concerns, then a meeting should be arranged with the SENDCO.

Should the matter still not be resolved, then the Head Teacher should be consulted and then the Governor responsible for Special Needs.

SENDIASS (SEND Information, Advice and Support Services) can also offer support and advice to children and young people, parents and carers and practitioners.

## **Differentiation**

Differentiation means teaching a pupil in ways and at levels which best match effective learning. Pupils make progress at different rates and learn in different ways. Teaching will occur through differentiated planning, both for those pupils who are not making adequate progress, and for those pupils who require further challenge to extend and broaden their learning. All staff are equally responsible for identifying pupils with additional needs, educational, social or emotional. The SENDCO will work with staff to ensure that those pupils identified as needing additional support access it promptly. Progress made by all pupils is regularly monitored and reviewed and levels of additional support can be put in place if needed.

## **Tracking pupil progress**

The progress and attainment of all children is recorded, tracked and monitored termly during 'Pupil Progress Meetings' with the teacher, SENDco and the Headteacher.

When a child is identified as not having made good progress or is falling further behind where they would be expected to be since baseline judgements, or from previous pupil progress meetings, discussions are held and a plan is put in place to support the child. A Graduated Approach is adopted. (see below for further information).

Pupil progress is also tracked during interventions from the start date until the end date. Revised plans are then put in place for the child.

## **Identification, assessment, monitoring and review arrangements**

### **The Graduated Approach**

At Kettlefields Primary School we follow the steps of Assess, Plan, Do, Review (APDR). These four steps underpin the education for all children however they are especially pertinent when considering those with a SEND.

This follows the recommendations of the SEND Code of Practice 2014 and has been adopted by Cambridgeshire LA.

At Kettlefields, interventions are fluid and needs based. A child may need to have an intervention to fill any gaps or misconceptions from an earlier lesson, this could be a one off intervention or it could be for a specific amount of time. Where it is to address a misconception, this is not recorded in a formal capacity and is just part of the support and quality first teaching we offer.

The Assess, Plan, Do, Review plan is used as a process which all teachers do if they have concerns about a child needs or if a child is on the SEND register.

APDR plans are filled in approximately half termly (every 6-8 weeks) to support the child and to ensure progress is made. This time period may be slightly different for each pupil based on their needs.

### **Stage 1: Assess**

- Termly progress tracking (compiled by the Headteacher) identifies a child as not having made good progress in reading, writing or maths.
- The class teacher, or parent / carer, may also identify other learning, physical, behaviour or emotional difficulties suggesting the need for a planned approach.
- The teacher will assess the child- what are the concerns?

### **Stage 2: Plan**

- This stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers.
- At termly 'Pupil Progress Meetings' the class teacher, supported by the SENDCO and leadership team, updates a record of actions to be taken to facilitate accelerated progress for all children during the upcoming term.
- The leadership team, including SENDco, deploy TAs to ensure that necessary interventions can take place over the term. What are the strategies/interventions which can be put into place to enable the child to make progress.
- The class teacher adapts their teaching and approach to suit the learning needs of the child.
- Information is recorded on an APDR plan and will form the basis of termly review meetings held in addition to Whole School- Parent Consultation meetings. These meetings will usually take place via The School Cloud, (virtually), however, parents may choose to have these face to face if they wish.
- If it is decided that the child's needs warrant an assessment by an outside agency (eg, Speech & Language, an Educational Psychologist, Specialist Teaching Team) the SENDco will contact the child's parents / carers to discuss this with them. If parents / carers agree, the SENDco will then contact the appropriate agency to refer for an assessment to take place. (Advice may be sought from agencies before parents / carers are informed.)
- If there is ongoing support from other agencies, a TAC meeting (team around the child) will be arranged termly, in order to review and update actions and targets detailed in the child's 'Personal Pupil Plan. This meeting will be attended by:

- the class teacher;
- parents/carers;
- the child (if appropriate);
- and, if necessary:
- SENDCO;
- Headteacher;
- other involved professionals.
- With the support of other agencies, the severest levels of need, may lead to children being placed on an Education and Health Care Plan (EHC Plan), through which they will be entitled to funding from the Local Authority. The application for and annual review of these will be in partnership with parents/carers.

### **Stage 3: Do**

- What is being done to provide the extra support, learning aids or programmes set out in the plan as well as recording the frequency and duration of interventions.
- Teaching Assistants complete a record of interventions undertaken, including children's baseline levels at the start. The SENDco will monitor the intervention that the child is having each term, (detailing, Who? When? For how long?
- The class teacher, or SENDco, will discuss the contents of a child's APDR plan with relevant Teaching Assistants to ensure they understand their role in creating accelerated progress.
- Specialist support from outside agencies is coordinated by the SENDco if needed.

### **Stage 4: Review.**

This additional support will be tailored to meet the child's needs and will target the areas of difficulty.

- All of those involved contribute to the review. This stage then informs the next cycle. Discussions between teachers and teaching assistants will be on going and pupil progress will be monitored by the Senior Leadership Team on a termly basis.
- Individual progress is measured and the impact of support provided and reviewed by the class teacher. Considerations as to whether changes to that support need to be made.
- This may be discussed at the following Pupil Progress meetings by the class teacher, SENDco and the Leadership Team.
- If the child has made progress and no longer requires intervention then that child will be monitored, if this continues or they make accelerated progress to a level where they no longer require additional support they may be removed from the SEND register.

- Parents of children on the SEND register are invited to two further meetings as well as parent consultations to discuss their child/ children's targets, learning and progress. Parents are given the chance to co-produce the APDR form alongside the teacher/ SENDco. A form is sent home for them to bring along to their child's meeting.
- The SENDco monitors the effectiveness of APDR plans, reporting back to the rest of the leadership team.

Each APDR is personal to the specific child therefore they are all tailored to meet the child's unique needs. At the top of the APDR plan is a brief context about the child and the provision that the child is receiving that is 'additional to' or 'different from' the main core of the class.

The APDR plan is used to highlight specific targets for the child. The most recent targets are at the top with historical information at the bottom of the plan. This helps to keep all information together and provides a thorough insight into the needs of the child for all future teachers at Kettlefields.

The plan also contains information about what the school will do and what the parents will do to support the child. There is also space to write any discussions with the parent and child and to record the parents signature once they have attended the meeting. This cuts the need for multiple paperwork and means that the child has one document for their learning needs.

The SEND Code of Practice 2014 states that adequate progress, as a result of the graduated approach, can be defined in a number of ways.

- closes the gap between the pupil and its peers;
- prevents the attainment gap growing wider;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrate an improvement in self-help, social or personal skills;
- demonstrate the improvements in the child's behaviour.

Access to the full curriculum of the school, including the EYFS curriculum, will be achieved through some or all of the following:

- quality first teaching, including careful differentiation of class work by the class teacher. Advice may be given by the SENDCO as to which strategies are employed to achieve this. The class teacher retains responsibility for the success of these strategies;
- additional and carefully planned resources and equipment;
- teaching Assistant support for all or part of the school day.

Class teachers will need to plan individual/small group, work programmes, with appropriate content delivered at an appropriate pace. A variety of learning styles and teaching materials will be offered including through IT.

### **SEND Support**

Through Additional Learning Support, the pupil will get provision that is either extra to or different from differentiated work already planned for in the classroom. In this case, the class teacher will:

- consult the pupil's parents/carers and the pupil.
- collect relevant information as evidence of the pupil's strengths and weaknesses.
- ensure that a APDR is set up.
- decide with the SENDco on best support strategies
- monitor and review the pupil's progress regularly at Pupil Progress meetings.
- review the APDR every term, with parents/carers, pupil and SENDco.

The school may seek further advice and support from other specialists, (Speech Therapists, Educational Psychologists). Parents and pupils will be fully informed and involved whenever these agencies are used. This Additional Support will be more intensive, individualised and sustained.

#### **Involvement of outside agencies**

A child may require assessment and concentrated support from outside agencies if:

- They continue to make little or no progress in specific areas over a sustained period of time;
- They continue working at National Curriculum levels substantially below the national average;
- They continue to have difficulties in developing literacy or numeracy skills;
- They have emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of other's, despite the support of adults in school;
- They have continuing communication difficulties that impede the development of social relationships and cause substantial barriers to learning.
- The child and or family of the child need additional support at home.

(Education Inclusion Family Worker)

Support is accessed through planning meetings with SEND Specialist Services and Speech Therapists. Early Help Assessment and referrals are sent to the relevant specialist area.

Specialist Teachers provide advice and support to schools and families.

Our SEND Specialist Teacher is Veronica Casey.

SEND Specialist Teachers offer bespoke SEND training for schools, deliver parenting training programmes or interventions to support families. They also work alongside professionals to help children who are part of Early Support. Together, they monitor this plan and review progress.

Our school's EIFA is Michelle West and she sends regular newsletters relating to how she can support families and Laura Arbon is able to signpost families to her for support.

Rebecca Farrer is our School's link, Educational Psychologist. She helps when children have significant SEND difficulties which are affecting their access to learning or where the child's emotional health and well-being is affecting relationships with others. She may also contribute to Education, Health and Care Needs assessments.

Cara Tompkins is our Link Speech and Language Therapist. If a child is identified as having significant speech, language and communication needs she may: give advice, demonstrate sessions or conduct training for parents /school staff or hold group or individual interventions.

Links to other organisations can be found in our Information Report on the school website.

**When outside agencies are involved:**

- the SENDCO, in consultation with parents / carers and the class teacher, will act as liaison;
- they will provide advice/support to teachers and parents/carers as necessary;
- additional and different strategies to those already put in place may be appropriate;

**Education, Health and Care Plans**

**Request for an Education and Health Care Plan (EHC Plans)**

The school will request an EHC plan when a pupil continues to demonstrate severe, long-term and complex needs and has had considerable input from school and other educational professionals in order to meet their needs.

The Local Authority is responsible for undertaking the assessment process, following a request from the school. The pupil will continue to be supported by the school and other professionals whilst the statutory assessment is being made.

When a child has an Education and Health Care Plan:

- the LA make an EHC Plan and arrange, monitor and review provision;
- the EHC Plan will include the details of the pupils educational needs provision and monitoring arrangements;
- yearly targets will be drawn up by the school, within a set time after the issue of the final or amended EHC Plan, and reviewed annually;
- these targets will be implemented and monitored termly through a Personal Pupil Plan

**Funding**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional funding (High level needs HLN) is allocated by the local authority following an application to a panel who will determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the Head Teacher, SENDCO, Senior Leadership Team and Governors to agree how the allocation of resources is used, alongside discussions and collaborations with the child's parents.

### **The School's Local Offer**

Kettlefields Primary School's SEND Offer (Information Report) is published on our school website outlining the school's SEND provision. This is reviewed annually and includes:

- the kinds of SEND provision made by the school;
- associated school policies; such as behaviour and STEPS
- the school's approach to teaching pupils with SEND;
- how the school adapts the curriculum and learning environment for those with SEND;
- additional support for learning that is available;
- how the school enables children with SEND to engage in all activities;
- the name and contact details of the school's SENDCO;
- information about training and expertise of staff;
- information about equipment and facilities to support children with SEND;
- the arrangements for consulting parents/carers;
- how complaints can be made;
- how other professional bodies are involved in meeting the needs of children with SEND and supporting their families;
- the contact details of support services;
- the school's arrangements for supporting pupils with SEND in transfer between phases of education;
- information on where the Local Offer is published.

### **Training and professional development of all staff**

Additional needs considerations are always part of school training and information is shared amongst all staff working with pupils in order that they are fully aware of their needs. This then informs their practice.

Training needs of staff are identified in response to the changing face of special educational needs and the SEND Code of Practice. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake regular training and development work. The SENDCO regularly attends Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND.

### **Links with other schools**



Home visits and visits to nurseries are undertaken by staff during the summer term before children begin school, the following September and those children starting school have an integration programme that begins in that summer term. Advanced planning for children transferring to secondary school allows time for the best provision possible to be in place and staff between settings liaise closely to ensure opportunities for visits and meetings between the two settings. The SENDCO liaises with her counterparts to ensure that effective arrangements are in place to support especially vulnerable pupils during these times of transition.

### **Equal Opportunities**

Kettlefields is committed to eliminating discrimination of any kind and to advancing equality of opportunity for all pupils, making reasonable adjustment wherever possible to allow all pupils to access the curriculum fully and equally

### **Admissions and Inclusion**

The current agreed Local Authority admission policy gives priority to Children with an Education and Health Care plan (previously known as a Statement of SEND). We aim to prevent any pupils with additional needs being placed at a substantial disadvantage. We will take all responsible steps to ensure that people with a disability are not treated differently without lawful justification and will make reasonable adjustments for disabled pupils to enable them to participate fully in school life. See also Prejudice Related Incidents Policy.

### **Transition arrangements**

The school will ensure that all information is passed on to the next school when pupils with Special Education Needs transfer from Kettlefields Primary School.

Pupils with an EHC will have a Transfer Review meeting in Year 5 to discuss the type of provision needed at Secondary school. Parents will be able to visit possible schools and consider appropriate options. Having made an informed choice, integration can be set up in Year 6, over and above the induction days usually offered to Year 6 pupils, if considered appropriate