

King's Court First School

Special Educational Needs and Disabilities Policy



Our Vision

'To provide a safe, caring and stimulating environment where each child will recognise and achieve their full potential, so that they can make their best contribution to society'.

Introduction

At King's Court First School, we believe that all children are entitled to a well-rounded education that is both aspirational and accessible. In order to achieve this, we have put in place systems to ensure that children's needs are correctly identified, the curriculum is planned to meet those needs and progress is monitored and reviewed on a regular basis.

What are Special Educational Needs and Disabilities?

A child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions

Special educational provision means education or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. ([Code of Practice 2015](#))

Partnership with parents and pupils

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. The school will always keep parents fully informed and involved and parents will be treated as partners and given support to play an active and valued role in their child's education.

On a day-to-day basis, the class teacher will be the main point of contact for parents. The SENDCO will meet with parents twice a year to review progress and ensure that we continue to meet their child's needs. If parents wish to meet with the SENDCO at other times, we will be happy to arrange this.

Involving pupils

While acknowledging that children in our school are very young, they often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process as appropriate to their age and ability.

School Website

The school website contains a range of information for parents about the school and also support that is available in the local area.

Equal Opportunities and Inclusion

Under the Equality Act 2010, Kings Court First School has a legal duty to ensure that all pupils, staff, and visitors are treated fairly and without discrimination. The school must provide equal access to education and opportunities, regardless of characteristics such as disability, race, gender, religion, or belief. This includes making reasonable adjustments for pupils with disabilities, promoting inclusivity, and preventing any form of harassment or victimization. The school is also required to foster a positive, respectful environment where diversity is celebrated and all individuals are supported to achieve their full potential.

To monitor this, we regularly measure and assess our impact through meetings with the SENDCO and individual teachers, ensuring that all pupils, regardless of their background or abilities, are supported in their journey to success in every subject.

Broad areas of need

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.

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. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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.

King's Court First School has clear processes to support children and ensure a calm, positive environment for all. The school is an accredited Attachment Awareness School and provides Nurture Group, Emotional Literacy Support and the calm room. The school uses a restorative approach as championed by Paul Dix.

Sensory and/or physical needs

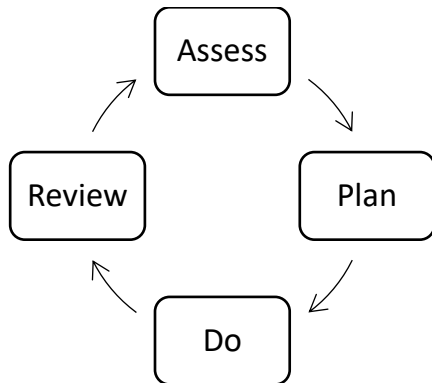
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. 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

A Graduated Approach

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered

The school uses the cycle of Assess, Plan, Do, Review as outlined in the SEND Code of Practice 2015.



Assess – Identification of Needs

If a child is not making expected progress in spite of differentiation and adaptation of the curriculum, then more detailed assessment might be needed. Initially, the class teacher will work closely with parents to identify any challenges the child may be experiencing. Through both informal and formal assessments, as well as classroom observations, the teacher will gain a comprehensive understanding of the child's strengths and areas for development.

For children whose first language is not English, particular care will be taken in identifying any special educational needs. Teachers will carefully examine the child's performance across all subjects to distinguish whether difficulties stem from language acquisition or an underlying special educational need.

Plan

Using the information gathered from observations and assessments, the teacher will establish short-term goals and identify necessary support. These will be documented in a Support Plan, and the child's specific needs will be reflected in the class planning. The plan will detail any adjustments or provisions required to ensure that the child can fully participate in lessons.

Do – Teaching and Additional Provision

Our goal is to meet the majority of needs through Quality First Teaching, ensuring lessons are accessible to all pupils through the use of appropriate strategies and materials. All children, including those with additional needs, will participate in lessons alongside their peers. Teachers will use a variety of approaches, with clear learning objectives, differentiated tasks, and ongoing assessments to guide learning progress.

The SENDCO and leadership team provide teachers with resources and strategies such as visual timetables, Now/Next cards, Colourful Semantics, mind mapping, and manipulatives like number lines for maths. The school also uses Widget Online to allow teachers to create tailored resources for their classes. Children requiring additional support are clearly identified in class planning to ensure their needs are met.

In some cases, children may require additional instruction, delivered by the class teacher, teaching assistant, or a specialist, either one-to-one or in small groups. These sessions may take place within the classroom or in a nearby space, but time out of class is kept to a minimum.

For those receiving one-to-one support throughout the day, we encourage participation in small groups and independent tasks without direct adult involvement. This fosters independence and positive interactions with both peers and adults.

Additional teaching

Some children need additional support to that that is generally available in the classroom.

We have staff trained to deliver:

- Speech and Language programmes
- Nurture group
- Emotional Literacy Support
- Better Reading Partners
- Write from the Start
- Attention and Listening Programme (Bucket time)
- Time to Talk

Review

Pupil progress is regularly monitored as part of the teaching and learning process. Each term, the teacher will conduct a more formal review of the child's progress to evaluate the effectiveness of the current provisions. During this time, the teacher will meet with parents to discuss progress, review the Support Plan, and agree on the next steps. This feeds into further assessment if necessary.

Involving outside agencies

If a pupil does not make the expected progress despite the interventions in place, the school may seek advice from external agencies. This step will always be taken in consultation with parents and only with their agreement.

External specialists may provide support in various ways, including offering advice, conducting specialist assessments, or working directly with the child. The child's individual targets will outline specific strategies to support their progress, which will be implemented, at least partially, within the regular classroom environment. The class teacher remains responsible for delivering any interventions.

External agencies we work with include:

- Educational Psychologists: Provide specialist assessments and advice on learning and behavior.
- Speech and Language Therapists: Offer assessments and guidance on communication difficulties, including understanding and speaking.
- Early Help Services: Connect families with a range of support services for children's well-being and development.
- Occupational Therapists: Assess sensory processing, as well as fine and gross motor skills.
- Children and Adolescent Mental Health Services (CAMHS): Provide assessment of Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), and severe emotional difficulties.

Education, Health and Care Plans

The school can meet the majority of special educational needs from within its own resources, however for some children, this will not be sufficient. In this case, the school will request Statutory Assessment of the pupil so that a detailed assessment of their needs can be made.

A request will be made by the school to the SEND department of Achieving for Children (RBWM) if the child has is not making sufficient progress. The process for this can be found in the RBWM Local Offer.

If an Education, Health and Care Plan (EHCP) is issued, the SENDCO will meet with the parents and class teacher to develop a tailored plan that addresses the identified needs of the child. An EHCP typically secures additional funding to enhance the level of support provided by the school. While some support may take the form of one-to-one assistance, it is often delivered through targeted small group interventions within the classroom, allowing the child to engage in both formal and informal social learning experiences. We believe that full-time one-to-one support can hinder a child's progress and independence; our aim is always to foster independent learners. The plan and support will be reviewed each term by the class teacher and formally assessed during the Annual Review with the SENDCO. When this coincides with transfer to middle school, the SENDCO from the middle school will be invited to the review.

We currently have four children with Education, Health and Care Plans.

Record keeping

Strategies employed to enable the child to progress will be recorded within an individual Support Plan which will include information about:

- Current attainment
- The short-term targets set for the child.
- The provision to be put in place.
- How the targets will help the child in their learning.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained. Support Plans will be shared with parents.

The Special Educational Needs and Disabilities Register

This is a record of all children who have been identified as having special educational needs and disabilities. It is stored on Arbor as part of the child's record. It will transfer to their next school as part of the Common Transfer File.

The level of support will be identified as either:

- School Support (K) – supported from with the school's budget
- Education, Health and Care Plan (E) – provided with additional funding from the Local Authority

The Role of The Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The Special Educational Needs and Disabilities Co-ordinator is Mrs Carol White. If you would like to arrange a meeting with Mrs White, please ask at the office.

The Special Educational Needs Coordinator (SENDCO) plays a vital role in ensuring that the school provides effective support for pupils with special educational needs and disabilities (SEND). Their responsibilities include:

- Overseeing the daily implementation of the school's SEND policy.
- Developing and coordinating school-based strategies for identifying and reviewing pupils with SEND.
- Coordinating provision for pupils with SEND.

- Providing guidance and support to teachers
- Conducting regular classroom visits to monitor the progress of pupils on the SEND register.
- Managing and maintaining accurate records
- Working closely with parents
- Contributing to staff training and professional development in relation to SEND.
- Collaborating with local middle schools to ensure a smooth transition for Year 4 pupils as they prepare to move schools.
- Liaising with external agencies, including the Local Authority's support services, educational psychology services, health and social care professionals, and voluntary organisations.

Allocation of resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs and disabilities provision within the school, including the provision for children with Education, Health and Care Plans.

The Head Teacher informs the governing body of how the funding allocated to support Special Educational Needs and disabilities has been employed.

Professional Development and Training

Training is essential for staff to deliver both a curriculum that is accessible to all and a variety of interventions. Staff are encouraged to complete training whenever possible, and the SENDCO ensures that opportunities are widely communicated. Recently, staff have completed training on Attachment Awareness, Speech and Language and Autism.

The Role of the Governing Body

The designated governor for Special Educational Needs and Disabilities (SEND) is Neil Dodds. The SEND governor and the SENDCO meet regularly to address strategic matters and discuss any emerging issues related to SEND provision.

The Governing Body's role is to provide strategic oversight, ensuring the school meets its obligations to support all pupils with special educational needs and disabilities. By working closely with the Headteacher and teaching staff, the governing body helps to foster an inclusive learning environment that supports the diverse needs of every pupil. This includes shaping the school's SEND policy, overseeing the effective use of resources, and ensuring that adequate funding is available to meet the needs of SEND students.

It is important to note that while governors provide strategic direction, they do not become involved in managing individual pupil needs, which remain confidential.

The Governing Body reviews this policy annually, making amendments as needed based on the findings from the review.

Monitoring and Evaluation

This policy will be reviewed every three years. It will be monitored by the SENDCO, headteacher and governors by analysis of the progress of pupils as well as observations and interactions.