

'X' Primary School

SEN & Disability Policy/SEN Information Report

Issued on 29/09/17

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies

Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Complaints Policy others

This policy was developed with representatives from the governing body and representatives of parents of children with special educational needs and will be reviewed annually.

Definition of SEN

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

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

1 The kinds of special educational need for which provision is made at the school

At 'X' Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties, behaviour difficulties and emotional needs. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: **please insert those special needs commonly/currently identified in your school for which you can cater as a result of specific training that has been completed by your current staff e.g. Communication Interaction Difficulties, ASD.** Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At 'X' Primary School we formally monitor the progress of all pupils a minimum of three times a year to review their academic progress. We also use a range of other tools and assessments throughout the year. In the Early Years/Reception these include the baseline (which is completed in Term 1 Reception), speech link and language link. Attainment and progress are also measured against national curriculum criteria using 'Development Matters' and the 'Early Learning Goals'. Alongside summative assessment (formal curriculum assessment), formative assessment takes place on a daily basis and is recorded in a variety of ways using 'Tapestry'. These daily reviews then feed directly into planning and inform professional dialogue in order to tailor learning to individual needs.

In Key Stage 1 (Years 1 & 2) and Key Stage 2 (Years 3-6) provision, we also use a range of assessments with all the pupils at various points: e.g. Y1 phonics screening, speech link, language link, spelling age, reading age, SATs, etc. alongside attainment and progress measures taken throughout the year made against national curriculum criteria. These will also be formally assessed and reported three times per year with interim reviews taking place a further 3 times during the school year.

Where progress is not adequate, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support include **please insert those relevant to your school e.g. daily reading, daily phonics intervention, catch up maths, spelling programmes, handwriting without tears, focus group or individual interventions such as task management boards, additional differentiated resources, extra support with using manipulatives.**

Some pupils may continue to make insufficient progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. As part of an Academy Trust, 'X' Primary School can access qualified

teachers who are experienced in using the following assessment tools: Dyslexia screening (DSJ), Dyscalculia screening –(online) and READING COMPRE. We also have access to external advisors including Educational Psychologists and The Specialist Teaching Service; both of whom can observe children and feedback to parents and school staff, identifying barriers to learning and advising bespoke programmes of support.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised as and when necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. Where there are any modifications/changes in identification of SEN parents will be notified.

We will ensure that all teachers and support staff who work with any child identified as having SEN are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. These reviews will take place at regular intervals specifically associated with the nature of the SEN in mind and identified intervention(s).

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

In addition to daily formative assessment, every pupil in the school has their progress tracked formally a minimum three times per year during which the senior leadership and management team discuss attainment, progress. In addition to this, pupils with special educational needs may have more frequent assessments of

reading age, spelling age etc. The assessments we use at 'X' Primary are speech link, language link, baseline completed in Term 1. Attainment against national curriculum criteria is monitored throughout the year and is formally assessed three times per year. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c The school's approach to teaching pupils with special educational needs

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. Schools should 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 SEN most frequently encountered in the *SEN Code of Practice (2014, 6.37)*

In 'X' Primary School the quality of teaching is judged to be (delete as appropriate) outstanding/good/requires improvement/inadequate.

We follow the Mainstream Core Standards advice developed by (delete as appropriate) East Sussex County Council/Kent County Council to ensure that our teaching conforms to best practice.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/sen/sen-support>

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/sen-forms>

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

3d How the school adapts the curriculum and learning environment for pupils with special educational needs

At 'X' Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school governors routinely review access for any pupils we may receive that have a physical disability e.g. wheelchair access.

Additional resources to support children with SEND also include laptop computers and the use of iPads with specific children.

3e Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive ‘notional SEN funding’. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching methods for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at ‘X’ Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3g Support that is available for improving the emotional and social development of pupils with special educational needs

At ‘X’ Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching (for instance PSHE, Circle Time, social stories) and indirectly with every conversation adults have with pupils throughout the day. For some pupils with the most need for help in this area we also can provide access to the following: counselling (via external referral), mentor time with a member of the school team or access to one of the parent support advisors within the Trust.

For some pupils with the most need for help in this area we also can provide the following e.g. access to counsellor, mentor time, external referral to CAMHs, time-out/reflection space for a pupil to use when upset or agitated, specially designed reward charts, etc

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at ‘X’ Primary School is (insert name here) who is a qualified teacher and/ has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications (insert e.g. BA Hons, NPQH, etc). She is ably supported by (insert name here if appropriate)

The SENCO or her support team are available through the school office
Insert office email address here

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: (Insert here e.g) Broomhill Bank Special School, Oaklands Special School, Educational Psychologists, Speech and Language therapists, occupational health therapists, physio therapists.

The cost of this training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of (insert relevant advisory team e.g. advice of the KCC Communication and Assistive Technology team).

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at 'X' Primary School are invited to formally discuss the progress of their children on three occasions throughout the year. These are accompanied with a written report. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents. If, following this, normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The local governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for X days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg SENCO forum

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents,

children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At 'X' Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We have strong links with our feeder pre-schools and nurseries. In addition, our Headteacher and Year R teachers make visits to other settings prior to transition and hold individual family meetings prior to children starting.

As the child progresses to other year groups, in-school transition activities will take place from year to year. Class teachers will complete transition meetings in Term 6, where current and new class teachers will meet to share progress data and to develop new provision maps for Term 1 of the new year. In depth transition meetings will also be planned to prepare new class teachers to support vulnerable children in their new class. The children will also engage in a range of activities throughout the year, and specific activities towards the end of the year, to aid familiarisation with their new setting. Finally, transition to secondary settings will also be supported through completion of transition forms by Year 6 staff. In addition, the secondary school staff will visit the children here in school to prepare for transition to Key Stage 3. In some cases, additional visits are organised to support more vulnerable children and the SENCOs from both settings will meet to assist families with this process. One Page Profiles will be handed on to KS3 settings to support vulnerable students and their new teachers.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on **September 2017**

Next review on **September 2018**