

Great Chart Primary School

SEN&D Policy

January 2017

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 Policy, Anti-Bullying Policy, Equalities Policy, Safeguarding Policy, Home Learning Policy, Complaints Policy. – Any others?

This policy was developed in consultation with relevant stakeholders and will be available via the school website. This policy 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)*

A diagnosis of a need does not necessarily mean that a child has SEN and will require SEN provision. However, staff will be informed.

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

At Great Chart Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance developmental coordination disorder, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties and social, emotional and behavioural difficulties. 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 an Education, Health and Care plan with the following kinds of special educational need: Speech, language and Communication Needs, including Autistic Spectrum Conditions. 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 an 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 Great Chart Primary School we monitor the progress of all pupils six times a year to review their academic progress. All pupils are discussed at Pupil Progress Meetings and support, resources and intervention programmes are allocated and evaluated at these meetings to ensure pupil’s needs are met. Parents are informed if their child is receiving additional support during parent teacher consultations and via letters from the Inclusion Team if they are SEN Support.

We also use a range of assessments with all the pupils at various points eg Speech Link and Language Link to screen pupils in Foundation Stage, Y1 phonics screening, spelling age, reading age, comprehension age, end of term and end of year assessments, weekly or termly spelling tests, weekly times tables tests, key word checks, termly phonic assessments and ongoing formative assessments in all year groups.

Where progress is not sufficient, 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 are: daily Skills Booster Groups, Beanstalk Reading Programme, IT software e.g. Dynamo Maths and Clicker 6, small group TA support, 1:1 support and interventions for Reading, Writing and Maths.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Great Chart Primary School the Inclusion Team are experienced in using the following assessment tools:

New Salford Sentence Reading Test

BPVS (British Picture Vocabulary Scale)

Bury Infant Check

Dyslexia Screening Test

Lucid Rapid (Computer based Dyslexia Screening Test)

Language Link and Speechlink

Schonell Spelling Test

High Frequency Word (first 300) Reading and Spelling

We have access to external advisors (some of these services have costs attached) who are able to use a range of suitable assessment tools, dependent on the needs of the child:

Educational/Clinical Psychologist

STLS (Specialist Teaching & Learning Services)

SLI (Specific Language Impairment)

CAMHS (Child and Adult Mental Health Services)

Young Healthy Minds

Paediatric Consultants – Ashford Community Child Health

Children's Therapy Team (Speech and Language/Occupational Therapy)

Outreach Services – Wyvern School & Ashford Oaks Primary School.

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 (Individual Provision Map) and reviewed regularly, and refined / revised if 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. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil 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 (Individual Provision Map) 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.

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 via the Inclusion Governor, Mr Paul O'Neil.

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

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of phonic knowledge, reading age, spelling age etc. For a list of the assessments we use at Great Chart Primary School please refer to the list in section 2. 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 *SEN Code of Practice (2014, 6.37)*

In Great Chart Primary School the quality of teaching is judged to be 'good to outstanding.'

We follow the Mainstream Core Standards [KELSI] advice developed by Kent County Council to ensure that our teaching conforms to best practice.

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 and small group support for pupils with a current statement, small group teaching, use of IT 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 Great Chart Primary School we follow the advice in the Mainstream Core Standards

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/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 Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have, in recent years, made the following improvements as part of the school's accessibility planning:

Building

- Ramps into school to make the building accessible to all
- 2 toilets adapted for disabled users
- Wide doors in some parts of the building
- Disabled parking bay
- Hearing Loop installed in the large hall and on security gates
- Yellow warning strips/curb markings painted on steps
- Community Room door widened and colour contrast added.

Planned future improvements include:

- Slopes from fire doors to be included when resurfacing of playground takes place.

Training

Recent training has included:

- FLO training – Attachment (Jan 2017) Dr Tina Rae

- Whole staff training from Dr Tina Rae on Reaching for Resilience – using tools from Positive psychology approaches (CBT) to promote well-being – (Jan 2017)
- Whole staff training on ASD and Communication and also Language Through Colour (Nov 2016) – delivered by Tara McDermott (SALT) and Srebranka - (ASD Specialist)
- TA training - Makaton Beginners Workshop (Autumn 2016)
- TA training - Supporting the Language Impaired pupil in the classroom (Autumn 2016)
- FLO training – Improving Early Help (Autumn 2016)
- Team Teach Training (12 staff in June 2016)
- Whole staff Developmental Coordination Disorder Training (Dec 2015) delivered by Occupational Therapy
- Growth Mindset – (Teachers and HLTAs only) (Oct 2015)
- Ongoing whole staff “Count Us All In” Maths training
- Whole staff Dyslexia training (Jan '15) delivered by E/P Rebecca Rice
- Whole staff ASD training, additional group ASD training and individual ASD training
- Whole staff Meta Cognition and Self-Regulation training
- New SEN framework training for Senco and shared with staff
- Staff have attended various training sessions such as Maths manipulatives, Dyscalculia, Dyslexia, Fizzy and Clever hands, Lego Therapy, Challenging Behaviour, Speech and Language, etc.
- Various training to ensure the quality of teaching is good and outstanding.

Future training will depend on the needs of the pupils and the experience and knowledge of the teaching staff to ensure pupils receive quality first teaching and those with special educational needs are well supported and able to access the whole curriculum.

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 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 each class 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 following an application by the Senco for High Needs Funding.

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 Great Chart 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

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

At Great Chart 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 e.g. PHSE, Circle Time, SMSC, Positive Play, Assemblies and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area the school offers a range of pastoral support for all pupils who are experiencing emotional and/or social difficulties at any one time. Some pupils may attend a Time to Talk group, Positive Play, Lego Therapy or have time to talk to their Teaching Assistant, Class Teacher, FLO or a member of the SLT. Some children may be eligible for specialist support through school referral to CAMHs.

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/Inclusion Manager at Great Chart Primary School is Paula High, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Paula High is available on 01233 620040 or email via the school office – office@great-chart.kent.sch.uk

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

All teachers and teaching assistants have had the following awareness training; Resilience & Using CBT approaches, ASD and Communication, DCD, Dyslexia, ASD, Meta-cognition and self-regulation, and regular up-dates on new SEN & D Code of Practice.

In addition the following teachers have received the following enhanced and specialist training: Mrs High - National Award for SEN Coordination

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, Goldwyn School, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of 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 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 Great Chart Primary school are invited to discuss the progress of their children on two occasions a year and receive a written report in the Summer term as well as a report each term on progress. In addition we are happy to arrange meetings outside these times to discuss pupil progress and any concerns either staff or parents may have in terms of their child's learning. 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 and will be shared with parents three times per year.

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 a statement of SEN / 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.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Great Chart Primary school are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, a member of the Inclusion

Team (includes Deputy Headteacher) or the Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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 governing body (via the SENCO and Inclusion Governor) have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- STLS and SLI
- Early Help and Young Healthy Minds
- Educational Psychology service purchased as needed
- Outreach Services: Wyvern School and Ashford Oaks (ASD Lead School)
- 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 School Nursing service
- 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, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

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 Great Chart 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.

Information is received from a number of sources when children transfer to our school from an Early Years Setting. Our Teachers meet with Nursery staff (from main feeder nurseries or where a nursery has requested an observation) and the children in the setting before starting school. Where a child has been identified as having SEN, a member of the Inclusion Team will also visit to discuss the provision in place and future plans. Transition meetings will also be arranged with Specialist Teaching and Learning Service, Educational Psychologist and/or Speech and Language Therapy and the Senco, Class Teacher and Parents. The information that is also in the "Early Years Transition Form / My Unique Progress" document is also used to aid transition.

Information Parents Evenings are also used to introduce the Inclusion Team (Mrs High and Miss Bennett) and to give information to parents and provide opportunities for parents to meet staff, ask questions and discuss arrangements for starting school.

For pupils joining Great Chart from another school a member of the Inclusion Team will contact the child's current school to prepare for their arrival. We encourage new entrants to Great Chart to visit and join us for an afternoon where appropriate.

We also contribute information to a pupils' onward destination by providing all SEN pupil files and necessary information to the next setting and, where available, offer additional transition visits to help prepare our year 6 pupils for their move to secondary school. For those with a Statement/EHC Plan, transition to secondary school is discussed during Year 5 at the Annual Review and parents are encouraged to arrange early viewings of potential schools in order to decide which school will be most suitable in meeting the needs of their child. Secondary Sencos are invited to attend Annual Reviews in Year 6.

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

The local authority's local offer is published on <http://www.kelsi.org.uk/> and parents without internet access should make an appointment with the SENCO/Inclusion Manager for support to gain the information they require.

Approved by the GB on

Next review on January 2018