

EAST FARLEIGH PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS (SEN) & DISABILITY (D) POLICY

This policy has been discussed with Parents and Governors of the school

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

-  Children and Families Act 2014
-  SEN Code of Practice 2014
-  Special Educational Needs and Disability Regulations 2014
-  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
-  The School Information (England) (Amendment) Regulations 2012
-  The School Information (England) (Amendment) Regulations 2013

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

Behaviour policy, Single Equality policy. (School Accessibility Plan - currently under review)

This policy has been developed with the input from school governors, senior management and parents of children with special educational needs and will be reviewed annually.

Definition of SEN

A child or young person has SEN (special educational needs) 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:

-  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. *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 East Farleigh 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 spectrum disorder (ASD), asperger's syndrome, learning difficulties and behaviour 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 (EHCP) with the following kinds of special educational need: Profound bilateral sensor-neural congenital hearing loss, delay in the acquisition of speech and language skills, verbal dyspraxia, speech and language needs. Decisions on the admission of pupils with an 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 East Farleigh we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points through the year, including: Y1 phonics screening, speech link, language link, verbal and non-verbal assessments, dyslexia and dyscalculia screener.

Where progress is not sufficient, even if 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: speech and language therapy, fine motor skills support through handwriting programmes and clever fingers, gross motor skills through BEAM and BEAM plus (balance, education and movement), further writing, reading and maths support, social skills support through stories and activities, spelling made easy, phonic support, and lego therapy.

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 East Farleigh we are experienced in using the following assessment tools: speech and language assessments, dyslexic and dyscalculia screeners, behavioural assessments, ADHD (attention deficit hyperactivity disorder) and ADD (attention deficit disorder) screeners (in conjunction with health specialists), Ravens verbal and non-verbal reasoning, BVPS (British Vocabulary Picture Scale) Boxall and EVT (Expressive Vocabulary Test). We have access to external advisors who can assess and support within the following areas: Outreach support from Five Acre and Bower Grove (our two local special schools), Educational Psychologists, ADHD, ADD, School Nurse, Specialist Teacher support for: cognition and learning, behavioural, communication and interaction 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 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 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 that:

-  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 an 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:

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at East Farleigh are listed 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)*

At East Farleigh we believe that education provides a route to spiritual, moral, social, physical and mental development, leading to a well-balanced and rounded individual. Our vision is to provide a happy, caring and stimulating environment which nurtures all children. A place where students will recognise and achieve their fullest potential, intellectually, emotionally, spiritually and physically to enable them to make their best contribution to society.

We believe education also provides a route to equality of opportunity for all, a healthy and just democracy, a productive economy and sustainable development. We encourage values that

contribute to these ends, namely valuing ourselves, our families and other relationships, the community to which we belong, the environment in which we live and the diversity in our society.

It is our aim to prepare our children for the opportunities and challenges of the rapidly changing world in which we live and work.

At the last inspection the quality of all teaching was judged to be “good” with some elements of “outstanding”.

We follow the Mainstream Core Standards which you can find if you google *Mainstream Core Standards*, which is 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. individual / group support, mentoring, small group teaching, use of ICT software learning packages.

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

At East Farleigh 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 Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors had an accessibility plan which is available for review if required.

(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, with a full list of the interventions we can offer is on our provision maps. 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 school can claim for High Needs Fundng.

(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 East Farleigh are available to pupils with special educational needs either with or without an 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 East Farleigh 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 of PSHE (physical, social, health education) following the SEAL (social and emotional aspects of learning) programme, 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 the following: access to a referral to a counsellor, mentor time with member of senior leadership team, external referral to CAHMs (child and adolescent mental health services), time-out space for pupil to use when upset or agitated 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 East Farleigh is Mrs Rachel Hodges, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Hodges is available on 01622 726364 or rrathmell@klz.org.uk Monday –Wednesdays.

(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:

The majority of teachers and teaching assistants have had the following awareness training: ASD (autistic spectrum disorder), dyslexia, ADHD (attention deficit hyperactivity disorder), ADD (attention deficit disorder), Child protection / safe guarding, with a few members of staff being

trained on dyscalculia, social stories, lego therapy, speech and language, working with hearing impaired.

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, list special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, 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 East Farleigh are invited to discuss the progress of their children three times a year and receive a written report once a year. 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 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 East Farleigh are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns in the first instance with the class teacher, SENCO, Senior management or Head teacher 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 Senco on behalf of the governing body has engaged with the above organisation.

(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 East Farleigh 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 also contribute information to a pupils' onward destination by providing information to the next setting.

(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/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_offer.aspx. Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the Governing Body July 2017

Next review July 2018