



Love Trust Community

Wickhambreaux CEP Primary School

Special Educational Needs and Disabilities (SEND) Policy/SEN Information Report

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
- Safeguarding Policy
- Child Protection Policy (including EYFS)
- Accessibility Plan
- Equality Policy
- Admissions Policy
- Administration of Medicines Policy
- Training and Recruitment Policy
- Complaints Policy
- Attendance and Absence Policy

- Whistleblowing Policy
- Teaching and Learning Policy
- Assessment Policy

This policy was developed in consultation with parents/carers and representatives from the Governing Body. It will be reviewed, when necessary, in the light of Government initiatives or statutory changes.

Aims and Objectives of this Policy

Our SEN policy and information report aims to:

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

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:

- 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 What kinds of special educational needs have additional provision made at our school

At Wickhambreaux CEP 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, ADHD, learning difficulties, physical difficulties, behaviour difficulties,

social, emotional and mental health 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 a statement of special educational need/Education, Health and Care plan with the following kinds of special educational need: ASD, Severe Language Disorder and Global Development Delay. 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. How does the school identify, assess and plan for the needs of pupils with SEN?

All teachers at Wickhambreaux CEP School are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

At Wickhambreaux CEP School we monitor the progress of all pupils through Teacher Assessments using Saphire Steps three times a year to review their academic progress. We also use a range of assessments with all the pupils at various times:

- Language Link Screening for all pupils in the Foundation Stage
- Speech Link Screening for children who are presenting with articulation difficulties in the Foundation Stage
- Phonics screening for all pupils in Year 1
- Spelling and Reading ages for all pupils assessed at least twice each year
- Cognitive Abilities Tests for all children in Year 2 to Year 6
- GL / NFER / Baseline

Pupil progress and attainment is discussed in pupil progress meetings. Here any concerns are raised by the class teacher with the SENCO and Headteacher. Where progress is not as expected, we will consider additional support to enable the pupil to catch up and close the attainment gap between themselves and their peers. This will not necessarily imply that the pupil has a special educational need. This support is available to any child and will be recorded in the form of provision maps, which are reviewed regularly and revised where necessary. Examples of extra support are:

- Soundwrite spelling programme
- Phonic support

- TRUGS reading games
- Reading Recovery
- Better Reading Partnerships
- Speech and Language Programmes
- Additional Maths Support (delivered in small groups by a specialist teacher)
- Dynamo Maths programme
- Precision Teaching
- Language Through Colour
- Fizzy, Beam and Clever Hands- programmes devised to develop gross and fine motor skills.
- Social skills/speaking and listening groups
- Range of Social, Emotional and Wellbeing interventions

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. 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 these pupils we will undertake more detailed assessments and consult with parents and pupils themselves in trying to determine any specific areas of difficulty. We may use a range of assessment tools to assist with this. At Wickhambreaux CEP School we are experienced in using the following assessment tools:

- GL Assessments
- Dyslexia Portfolio Screener/Dyscalculia assessment
- YARC –York Assessment of Reading for Comprehension
- Leuven Scales

We also have access to external advisors and professionals who are able to undertake more specialised assessments should this be appropriate and the referral criteria met (these may be accessed by the SENCO through the LIFT process, with parental consent). These may include:

- Speech and Language Therapists
- Specialist teachers
- Educational Psychologists
- CAMHs
- Early Help

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 Provision Map and reviewed regularly, and 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.

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

Each review of a child's 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, this may be social, physical or academic.

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.

Named SEND Governor is Claire Dwyer.

3b What are 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 additional assessments in line with their needs. If these assessments do not show adequate progress is being made, the Provision Map will be reviewed and adjusted.

3c How does the school teach 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 our school the quality of teaching is judged to be outstanding.

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

[http://www.kelsi.org.uk/pupil support and wellbeing/targeted support/inclusion/inclusion and achievement/publications and documents.aspx](http://www.kelsi.org.uk/pupil%20support%20and%20wellbeing/targeted%20support/inclusion/inclusion%20and%20achievement/publications%20and%20documents.aspx)

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, peer tutoring, small group teaching, use of ICT software. Some of 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 Wickhambreaux CEP 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 Senior Leadership Team and Governors are continuously reviewing and making improvements as part of the school's accessibility planning (please refer to the school's Accessibility Policy. These improvements include staff training, ICT improvements, purchasing of specific curriculum resources, adaptations to the physical environment (where appropriate and possible), and development of intervention/teaching strategies e.g. Singapore Bar Method (Maths).

3e What additional support for learning 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 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. The SENCo will make an application to KCC's Schools Funding Forum for higher needs funding for those children with a high level of support.

3f How does the school enable 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 Wickhambreaux CEP 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 What support is available for improving the emotional and social development of pupils with special educational needs?

At Wickhambreaux CEP School we understand that it is important feature that we enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day. For instance:

- PSHE
- Circle Time
- Philosophy 4 Children
- Mindfulness
- Peer Mentoring
- Social Skills Groups
- Speaking and Listening Groups
- Restorative Justice
- Project Salus
- Core Christian Values – Love, Trust, Community

For some pupils with the most need for help in this area we also provide additional support such as:

- Mentor time with member of Senior Leadership Team
- External referral to CAMHs / Early Intervention
- Time-out space for pupil to use when upset or agitated etc.
- Counselling from an accredited provider
- Art therapy (Drawing and Talking/advanced Drawing and Talking)

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 Wickhambreaux CEP School is Mrs Lisa Crosbie, who is a qualified teacher. She has over 25 years of experience in this role and is part of the SLT. She has continued to develop her knowledge through accessing relevant training and updating skills as appropriate. Previous and ongoing training includes:- dyslexia, autistic spectrum disorders, ADHD and Speech and Language.

Mrs Lisa Crosbie is available on 01227 721300 or lisa@wickhambreaux.kent.sch.uk.

5 What is the expertise and training of staff in relation to children with special educational needs and how will specialist expertise will be secured?

All teachers and teaching assistants have had the following awareness training:

- ASD
- ADHD
- Safeguarding
- Meeting the needs of EAL children
- Safeguarding
- Mainstream Minimum Standards
- Speech and Language
- Dyslexia

In addition to this, all teachers and teaching assistants have successfully completed Soundwrite (phonic and spelling programme).

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; St Nicholas Special School, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teachers and independent training professionals.

6 How is equipment to support children with special educational needs obtained?

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 How does the school consult parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Wickhambreaux CEP School are invited to discuss the progress of their children on three occasions 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 What are the arrangements for consulting pupils 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.

In addition to the above, parents are invited to attend subject specific workshops, e.g. Maths/Reading/Science.

9 What are 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 Wickhambreaux CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or 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 does the governing body involve 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 have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- 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, SENCO forum, NASEN

11 What are 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)

Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-25). They empower parents to play an active and informed role in their child's education. They can be contacted on:-

HELPLINE: 03000 413000

Office: 03000 412412

Address: Shepway Centre, Oxford Road, Maidstone, Kent, ME15 8AW

E-mail: iask@kent.gov.uk

<http://www.kent.gov.uk/iask>
and on Facebook

12 What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?

At Wickhambreaux CEP 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 is a seamless as possible through:

- Teacher visits to the feeder nursery schools
- Meet the teacher/ transition days (Nursery children invited to visit and stay for three afternoons and attend some appropriate functions e.g. theatre visits)

We also contribute information to a pupils' onward destination by providing information to the next setting.

- Secondary transfer children facilitated to visit new school
- Yearly meeting for the transition of SEN children, information sharing between primary and secondary SENCOs
- Visits from secondary teachers to speak to transferring children.

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 GB on

Next review on