

DRAFT

Westlands Primary School

SEN&D Policy

Drafted on 01/01/2017

1. Which statutory requirements does this policy meet and where else might I find information?

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:-

- Admissions Policy 2015
- Charging Policy
- Acts of Collective Worship Policy
- Attendance and Holidays
- Data Protection Policy
- Drug and Substance Abuse Policy
- Education of Looked After Children Policy
- Education of Young Carers Policy
- E-Safety Policy
- Minibuses Policy
- Safeguarding Policy
- Homework Policy
- Westlands Primary Mission Statement and School Rules
- Westlands Primary Behaviour Protocol

This policy was developed with the Headteacher and Deputy Head, the Governing Body, the parent forum, the pupil student council and the schools Assistant Head for Inclusion 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)*

2. What kinds of special educational need can the school make provisions for?

At Westlands 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 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 a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: speech and language, learning difficulties and physical disabilities. 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.

3. How do we identify and assess pupils with SEN?

At Westlands Primary we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points including year 1 phonics screening, speech link and language link screening in year R and CATs tests in year 4 and 5.

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; additional phonics, literacy and maths booster groups, 1:1 reading, comprehension activities and computer based programmes such as starspell and mymaths.

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 assessment tools to determine the cause of the learning difficulty. At Westlands Primary School we are experienced in using the following assessment tools, Junior dyslexia screening, speech link and language link, BVPS, Irlens screening, phonics and reading age assessments, SDQ and we have access to external advisors, such as the Specialist Teacher service who are able to use their own further assessment tools.

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.

4. What is the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including;

4a How does the school evaluate 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 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.

4b 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 six times per year. 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 Westlands Primary School 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.

4c What is 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 Westlands Primary the quality of teaching was reported in our last Ofsted report as having “continued to improve since the last inspection...Pupils are now better motivated and more engaged in learning. Work is better matched to individual pupils’ ability.”

The school is working closely with the Local Authority to improve this to good.

We follow the Mainstream Core Standards

[http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx] 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 tutoring, precision teaching, mentoring, small group teaching and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’

4d How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At Westlands 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 Governors have recently made the following improvements as part of the school’s accessibility planning;

- Disabled friendly markings on the main internal staircase
- Disabled ramps and new disabled toilet facilities within the new building
- Improved use of ICT for SEN pupils including 10 new SEN laptop
- Staff training on the new SEN guidance 2014
- Staff training and audit on the mainstream core standards

and have identified that the following aspects of the school need to be improved;

- The role of the SENCO to be developed and to be a greater release from other teaching responsibilities
- SEN pupil passports to be introduced to improve the pupil and parent voice in SEN provision
- Vulnerable pupils or pupils with a medical need or disability to be identified on a separate register to allow a clearer identification of SEN.

- Further investment in ICT resources including dyslexia interventions such as Nessie.

4e What 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. A full list of the interventions we can offer is on our whole school provision map and you will also find further details in our online report "Westlands Primary Response to the 2014 SEN changes". 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 (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015)

4f 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 Westlands Primary 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

4g What support is available for improving the emotional and social development of pupils with special educational needs?

At Westlands Primary 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 during PSHE, assemblies, social skills groups and lunch clubs 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; 1:1 drawing and talking, time to talk with a member of senior leadership team, a referral via Kent Early Intervention Service for external agencies, or time out space for a pupil to use when upset or agitated.

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.

5. The name and contact details of the SEN Co-ordinator

The SENCO at Westlands Primary is Mrs J Robinson who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Robinson is available on 01795 470862 or office@westlands.kent.sch.uk. The best times to contact Mrs Robinson are Wednesdays and Thursdays during normal school hours. To help ensure that you have time to properly discuss your concerns it is best to make an appointment.

6. What expertise and training do staff have in relation to children and young people with special educational needs and how will specialist expertise will be secured if needed?

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

- Child Protection Training
- Training and information on all high frequency SEN needs
- ASD/ADHD training
- BRP/BRWP (Literacy Intervention)
- Supporting pupils with dyslexia
- Using provision mapping effectively
- Using SDQ / Wellbeing and involvement screening

Appropriate members of staff have also had the following awareness training:

- Paediatric first aid
- Epi-pen training
- Supporting pupils with diabetes
- Moving and Handling
- The 'MOVE' Programme
- Clever Hands
- Fizzy
- Adolescent Mental Health First Aid
- Drawing and Talking Level 1 and 2

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, Meadowfields Outreach via the LIFT, Speech and language therapists, occupational therapists, physio therapist, dyslexia specialists. Where school does not know an appropriate provider they will seek guidance via the LIFT. The cost of training is covered by the notional SEN funding.

7. How will equipment and facilities to support children and young people with special educational needs 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.

8. What are the arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Westlands Primary are invited to discuss the progress of their children at parents evening twice a year and receive a written report three times per 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 and the details of their progress and any additional support 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.

9. What arrangements are there 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.

Each year parents and children will be sent home a SEN passport to complete and update the school on the support they would like, this will help new teachers get to know pupils

and parents. As children grow older they may wish to complete these independently to take ownership of their learning.

10. 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 Westlands Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, Assistant Head for their year group, the SENCO, the 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.

11. How does 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 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,
- Membership of professional networks for SENCO eg SENCO forum.

12. 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)?

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

<http://www.kenttrustweb.org.uk/kpps>

13. What are 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 Westlands Primary 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. When pupils transfer between year groups internally teachers use a designated staff meeting to discuss the needs of the pupils and moderate assessment levels. Where a pupil is transferring to our school and parents or the previous school have informed us of their child's SEN we will ensure that we have requested full details of any records or reports and pass these on to the class teacher, where there is a high level of need a meeting between the SENCO, the parent and the previous school may be arranged and any relevant professionals invited. This is particularly important for pupils transferring from Nursery to Infants.

Where a pupil is transferring to secondary school our SENCO will arrange to pass on all files and records and where possible will meet with the SENCOs of the local secondary schools to pass on important details in person. Where there is a high level of need a meeting between the SENCO, the parent and the new school may be arranged and any relevant professionals invited.

All pupils with an EHC plan will have any transition needs discussed at each annual review, where the pupil is due to transfer to another school, the new school will be invited to attend the normal review process, or if not possible a separate transition meeting will be arranged.

14. Where will we find information on Kent's Local Offer?

The local authority's local offer is published on [<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>] and 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.....

