

Sutton-at-Hone Church of England (Voluntary Aided) Primary School



Special Educational Needs & Disability (SEN&D) Policy



A Church of England Voluntary Aided School

Diocese of Rochester

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Headteacher: Miss L Goulding

Chair of Governors: Mr D Harbud

Sutton-at-Hone CE Primary School

Special Educational Needs & Disability (SEN&D) Policy

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 other school policies including:

Behaviour Policy (2014), Equality Policy (2014), Safeguarding Policy (2015), Anti-Bullying Policy (2015), Complaints Policy (2014), Medical Needs Policy (2016) and the Accessibility Policy and Action Plan (2015)

Please note, dates given in brackets indicate the most recent version of policies at the time of writing this policy. Policies may be updated at any time.

This policy was developed with the Senior Leadership Team, Inclusion Leader and SEND governor. Parents and staff were invited to participate in and comment upon the development of the policy before the content was agreed by the governing body. 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)*

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

At Sutton-at-Hone CE Primary School we can make provision for every kind of frequently occurring special educational need without a Statement of Special Educational Need (SEN) / Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, speech and language needs, autism and social communication difficulties, Asperger's syndrome, ADHD, auditory processing difficulties (APD), hearing impairment, learning difficulties, behaviour difficulties and fine and gross motor skill 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 when appropriate.

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: Severe learning difficulties, Down Syndrome, Speech and Language difficulties, ADHD and Autism.

A note regarding admissions

- Decisions on the admission of pupils *with* a statement of special educational need / Education, Health and Care plan are made by the Local Authority.
- The admission arrangements for pupils *without* a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

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

At Sutton-at-Hone CE Primary School we monitor the progress of all pupils on an ongoing basis through high quality assessment for learning, and from this form summative assessments at least three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points.

These may include:

- Foundation Stage Language Link screening
- Year 1 Phonics screening
- Year 2 end of Key Stage assessments
- PUMA Maths assessment
- PIRA Reading assessment
- Year 6 end of Key Stage assessments.

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. These support programmes are detailed on our 'provision map'.

Examples of extra support are:

- *Phonics, spelling, reading and writing:* RWI booster sessions, 'Sound progress', 'Toe by Toe', 'Stareway to spelling', Lego story starter, 1:1 tuition, small group tuition, individual reading to improve fluency, comprehension groups, dyslexia programmes such as 'beat dyslexia'.
- *Maths:* 1:1 tuition, small group tuition, 'Power of 2', 'Plus 1'.
- *Motor control:* BEAM (gross motor skills), Clever fingers (fine motor skills), handwriting support.
- *Social Skills:* Lego therapy, social skills/ communication group.
- *Sensory:* Sensory circuits, use of our sensory area.
- *Emotional & Mental Health:* Emotional support sessions, counselling, play therapy, use of 'The Bubble'.
- *Speech & Language:* Individual and small group speech, language, listening & comprehension programmes. Resources include 'Infant & Junior Language Link' and 'Speech Link'

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. Please note, it is not our policy to seek written consent from parents prior to undertaking assessments. At Sutton-at-Hone CE Primary School we use the following assessment tools:

- Special Needs Assessment Profiler (SNAP)
- Infant & Junior Language Link
- Speech Link
- Dyslexia screener (DST-J)
- Test of Auditory Processing Skills (TAPS)
- Wide Range Intelligence Test (WRIT)
- Neale Analysis of Reading Ability (NARA)
- Test of Visual Perceptual Skills (TVPS)

In addition to this, where appropriate, we can access external advisors such as Educational Psychologists, Specialist Teachers through the Local Inclusion Form Team (LIFT), Paediatricians, Orthoptists and Audiologists who are able to use various assessment tools to assist in the determination of the cause of learning difficulties, and advise the school further.

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 or class 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 made 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 or class provision map will be informed, as appropriate to the needs of the child by: the views of the pupil (as appropriate to age and level of understanding), parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. Parents will be kept informed by class teachers.

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 a review process of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The progress of pupils with SEN, and an evaluation of effectiveness of provision 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 monitored on an ongoing basis through high quality assessment for learning, and a summative assessment made at least three times a year to review their academic progress. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Sutton-at-Hone CE 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 or class provision map 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. Sutton-at-Hone CE Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' (and where appropriate Teaching and Learning Support Assistants) 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 Sutton-at-Hone CE Primary School the quality of teaching was judged to be **good** in our last Ofsted inspection (January 2013).

We follow the Mainstream Core Standards advice [www.kelsi.org.uk] developed and published 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, counselling, small group teaching, use of ICT software, intervention programmes. These are delivered by staff employed through the funding provided to the school as 'notional SEN funding' and are recorded on our class provision maps.

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

At Sutton-at-Hone CE 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: addition of an extra disabled toilet, new classroom block is fully wheelchair accessible and some staff have been trained in hearing aid management and care.

Please also refer to the school 'Accessibility Policy and Action Plan' which provides a full audit and sets out future plans. It was written in January 2015, to be updated as appropriate but at least by January 2018.

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 our provision map, as well as mentioned above. 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. Schools can apply on a case by case basis for any high needs funding above £6000 required to support the needs identified.

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 Sutton-at-Hone CE 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 (with parents, as appropriate) will undertake a risk/needs assessment to establish the resources (human or other) and/or modifications necessary, to ensure the pupil is able to fully participate in the activity safely.

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

At Sutton-at-Hone CE Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance: PSHE, circle time, activities in the classroom, collective worship, opportunities for reflection (and reflection areas in every classroom), 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: emotional support with our family support advisor, social skills groups, time-out space for pupils to use when upset or agitated and external referral to agencies such as Young Healthy Minds, All About Me, CAMHS, Eden counselling, Outreach support services and Pupil Referral Unit.

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 Leader at Sutton-at-Hone CE Primary School is Mrs Maggie Young, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs M Young is available on 01322 862147 or myoung@sutton-at-hone.kent.sch.uk. Her usual days of work are Tuesday, Wednesday and Thursday.

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 of our staff undertake regular training via our CPD programme, as well as when a training need arises. This may be awareness, enhanced or specialist training for one, several or all staff. It is not practical within a policy document to list every staff member and the training which they have undertaken, but recent training relevant to this policy include: Safeguarding, Team Teach (positive handling), Read Write Inc (phonics/ literacy), First Aid, EpiPen training, ASD Stage 1, Early Bird Plus (ASD), Sensory Processing Disorders, Pupils with Down syndrome, Makaton course, Speech, Language & Communication training, Cued articulation, Solihull & attachment training, Working 1:1 with troubled pupils, Hearing aid care & management, Using visual supports, Foetal Alcohol Syndrome, Supporting children with self-regulation difficulties and M.A.D. 4 behaviour.

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: Ifield School, Rowhill School, Milestone Academy, Educational Psychologists, NHS and Private Therapists (Speech/ language, occupational and physiotherapy) and Specialist Teaching and Learning Service. 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 Sutton-at-Hone CE Primary School are invited to discuss the progress of their children at two parents' evenings each year and receive a progress report twice each year, in addition to a longer written progress report at the end of term 6 and a further opportunity to meet with their child's teacher following this. 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 teachers will share with parents termly (six 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. The parent will be given the opportunity to comment upon and contribute to planning and reviews of this provision.

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. This consultation will always be differentiated by age and aptitude. 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 Sutton-at-Hone CE Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Class Teacher, SENCO/ Inclusion Leader, Assistant Headteachers or Headteacher to resolve the issue (Stage 1) before making the complaint formal (Stage 2). If the complaint is not resolved at stage 2 it can be considered by the governing body (Stage 3).

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 have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to Educational Psychology services
- Access to links with Disabled Children's Services for support to families for some pupils with high needs.
- Access to local authority Speech and Language Therapy Services, Occupational Therapy Services and Physiotherapy Services.
- Links with local Community Paediatricians.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.
- Membership of professional networks for SENCOs e.g. SENCO forum, AEN updates, NASEN.
- Access to Early Help Practitioners in the local area
- Link to School Nurse who provides advice and support to the school, and three 'drop in' parent sessions.

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)

Information, Advice and Support Kent (IASK) (formerly Kent Parent Partnership Service) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children and young people 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 (Details correct May 2016):

HELPLINE: 03000 41 3000 Monday-Friday, 9am-5pm

Office: 03000 412 412

Fax: 01622 671198

E-mail: iask@kent.gov.uk

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

www.kent.gov.uk/iask

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

Joining the school

At Sutton-at-Hone CE 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. These arrangements may include (as appropriate): the requesting of transfer of all files and records relating to the pupil, conversations or meetings with key workers, SENCOs, parents/ carers, social workers and previous teaching staff with the purpose of information gathering about the pupil's needs and how best to support them, visiting the pupil in their setting (e.g. preschool/ school), arranging opportunities for the pupil to visit the school once or more before their start date, to familiarise themselves. Individual pupils have also been invited to attend days (dual registration with previous school) and sessions (as a visitor) before joining the school on a full time basis, as appropriate. The school is able to produce transition booklets containing photographs of key staff and the school environment which are sent home for children who may find starting school or transitioning between year groups particularly difficult.

Leaving the school

We also contribute information to a pupils' onward destination by providing information to the next setting. These arrangements may include (as appropriate): the transfer of all files and records relating to the pupil, additional meetings with new key personnel, early conversations with the pupils new school regarding how best to support them and their needs, visits with or without the pupil to the setting and arrangement of transition personnel to give them a consistent person between settings. Year 7 staff visit Year 6 pupils and staff at Sutton-at-Hone Primary School to allow for the passing of staff knowledge and pupil worries. Secondary school staff are invited to meetings at primary school in terms 5 and 6 to ensure the smoothest transition possible.

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

The local authority's local offer is published on www.kent.gov.uk/localoffer and parents without internet access should make an appointment with the SENCO for support to gain the information they require.