

Special Educational Needs and Disability Policy (SEND)

Wateringbury CE Primary School

Policy reviewed: July 2018
Next review date: July 2019
Committee responsible: Full Governing Body

Signed: _____ Date: _____

(Chair of Governors)

TO BE READ IN CONJUNCTION WITH SEND INFORMATION REPORT

Wateringbury Church of England Primary School

SEND Policy

Wateringbury Church of England Primary School is a village school, committed to providing the highest quality education for all pupils in an atmosphere where our Christian faith is evident in all we teach and do together. Our aim is to create a caring community where our core values of love and wisdom are always present. All members – children, teachers, parents, staff and governors - play a key role in building this community. We encourage with praise and recognise the efforts of others. We teach by example and lead with respect for all. We address disagreements and conflict with wisdom and compassion. On this journey – pupils and adults alike - we are all striving to achieve our very best, whatever that may look like.

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

- Children and Families Act 2014 – Section 69 (2)
- SEN Code of Practice 2015 0-25 years (section 6)
- 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 and Anti-Bullying Policy, Teaching and Learning, Child Protection, Parental Complaints.

This policy was developed in consultation with parents/carers of SEND children, the Parent Support Group, all staff, and the governing body. In addition, all parents/carers were given opportunity to offer their views and suggestions. The policy will be reviewed annually.

Glossary:

The following abbreviations and acronyms are used within this policy:

SEND Special Education Needs and Disabilities

LIFT Local Inclusion Forum Team

SMSC Spiritual, Moral, Social and Cultural

EHC Plan Educational and Health Care Plan

BEAM Balance, Exercise and Movement

SEAL Social and Emotional Aspects of Learning

PSHE Personal, Social, Health and Economic Education

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 (2015, p15)*

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 (2015, p16)*

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

At Watlington, we make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance: dyslexia, dyspraxia, speech and language needs, autistic spectrum disorder, Asperger’s syndrome, Attachment, 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. Children who require a significant amount of additional support have a personalised provision map.

The school also currently meets the needs of two pupils with an Education, Health and Care plan. One child has dyslexia and the second child has global developmental delay. 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 must not discriminate against or disadvantage disabled children or those with special educational needs.

2 Identification and assessment of pupils with SEN

At Watlington we monitor the progress of all pupils at least three times a year to review their academic progress. Teacher assessment and knowledge of each child is instrumental in assessing progress and we also use a range of assessments with all the pupils at various points including:

- Reading and Maths summative assessment – three times a year
- Maths White Rose Assessment
- KS2 NFER Reading Assessment
- Year 1 Phonics check – June
- Speech Link – screening in Reception and follow up as needed
- Infant Language Link – screening in Reception and follow up as needed
- Junior Language Link – as needed
- BEAM – screening in Reception and follow up as needed

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:

- focus group support for reading, spelling, writing, and maths
- 1:1 reading
- Speech programmes, such as Speechlink
- Language programmes, such as Language Link, Black Sheep
- Floppy's Phonics interventions
- Ability Read, Write Inc. groups
- Lexia
- RM Maths
- Precision teaching
- Every Child Counts
- Draw and Talk
- Play 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/carers, we will use a range of assessment tools to determine the cause of the learning difficulty. At Watlingtonbury we are experienced in using the following assessment tools: Language Link, Speech Link, Dyslexia Portfolio, Dyscalculia Screener, Lucid Ability, COPs testing, WRIT, Boxall profile. We have access to a number of external advisors: Specialist Teaching and Learning Service, Educational Psychologist, 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/carers, recorded in a 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.

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 Provision for pupils with special educational needs whether or not they have EHC Plans:

3a How the school evaluates the effectiveness of its provision

Each review of the SEN support plan will be informed by the views of the pupil, parents/carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 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 the child and their peers
- Widens the attainment gap

For pupils with or without 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 Assessing and reviewing the progress of pupils with SEN

Every pupil in the school has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading, writing, maths etc. Using these assessments, 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 provision map will be reviewed and adjusted. The provision map is evaluated 6 times a year.

3c Our approach to teaching pupils with special educational needs

High quality classroom 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 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 in the *SEN Code of Practice (2014, 6.37)*

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/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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 / mentoring, small-group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d Adapting the curriculum and learning environment for pupils with SEN

At Waterringbury 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.

It is our intention to ensure continuously that the curriculum and learning environment are appropriate for all children. We have the following in place:

Building

- Accessibility to the building from the playgrounds
- Additional disabled toilet facility

- Disabled parking facilities by main entrance
- Upgraded lighting in classrooms
- New playground equipment for climbing and strengthening arms
- Quiet break-out areas established in ICT suite, library, inclusion room and atrium
- Spare classroom has been converted into an additional learning environment

Curriculum

- RM Maths
- Every Child Counts learning programme
- Writing focus on independent skills for SEND pupils
- Numicon
- Clicker 7
- Floppy's Phonics
- Read Write Inc
- Inspire Maths

Staff Training

- Teaching Assistants responsible for specific interventions with ongoing training to support
- Collaborative group staff insets focused on teacher talk, dyslexic-friendly classrooms, subject leadership
- Floppy's phonics
- Read Write Inc.

We will continue to develop:

- The use of space
- Classroom size and number of pupils
- Curriculum to enrich and deepen pupils' understanding
- Subject knowledge and expertise amongst staff

3e additional support for learning that is available to pupils with SEN

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure 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 (High Needs Funding).

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Watlingtonbury 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 Wateringbury, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through direct teaching for instance PSHE, SEAL, Collective Worship, class circle time. At Wateringbury, we believe that every conversation adults have with pupils throughout the day should develop rapport, self-confidence and mutual respect.

For some pupils with the most need for help in this area we also can provide the following: access to counselling, Play Therapy, Draw and Talk, mentor time with member of staff, bereavement support, external referral to CAHMs, 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 Wateringbury is Mrs Rachel Bryant, who is a qualified teacher and holds the following qualifications: BSC (Hons) and PGCE; National Award for SEN co-ordination. Mrs Rachel Bryant is available on 01622 812199 or rbryant@wateringbury.kent.sch.uk.

5 Expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have regular training as appropriate. A full record of staff training can be requested from the school office.

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: Ridge View, Bower Grove, Five Acre Wood, Grange Park, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

6 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 Consulting parents/carers of children with special educational needs and involving them in their education

All parents/carers of pupils with SEND at Watringbury are invited to discuss the progress of their children on three occasions a year and receive a written report once 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.

If following this normal provision improvements in progress are not seen, we will contact parents/carers 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/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents/carers of pupils with an 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/carers.

8 Consulting young people with special educational needs 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/carers 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/carers of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Watringbury are used for complaints about provision made for special educational needs. We encourage parents/carers 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 an Education, Health and Care Plan where there is a statutory right for parents/carers 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
- A Service Level Agreement with Educational Psychology service
- 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.

11 The contact details of support services for the parents/carers 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 a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also it provides parents/ carers with an opportunity to feel confident to express their views and wishes about education and future aspirations. They can be contacted on

HELPLINE: 03000 41 3000,

Office: 0300 333 6474 and

Minicom: 0300 333 6484

Email: iask@kent.gov.uk

Website:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/kent-parent-partnership-service/contact-Information-Advice-and-Support-Kent>

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 Waterringbury 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. In the Early Years, the class teacher liaises with pre-school settings and arranges to visit these in order to observe the pupils prior to attending Waterringbury for a series of afternoons in Term 6. For pupils joining from another primary setting, the pupil's school file is received and shared with all relevant staff. If necessary, the SENCO or Head Teacher will contact the previous setting for additional information.

We also contribute information to a pupils' onward destination by providing information to the next setting. For our Year 6 pupils, all relevant information is passed on to their respective secondary school. This consists of: i) sending their school and SEND files; ii) the class teacher meeting with a representative from the secondary school; iii) pupils meeting with a representative of the secondary school; iv) if necessary, the SENCO takes responsibility for holding a conversation with the secondary SENCO. In some instances, Waterringbury staff may accompany the pupil on additional visits to their new setting. Transition programmes are put in place for vulnerable pupils, particularly those with Autistic Spectrum Disorder. For pupils, that move to a new setting during their primary years, we pass on their school and SEND files, and respond to any additional requests for information.

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

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