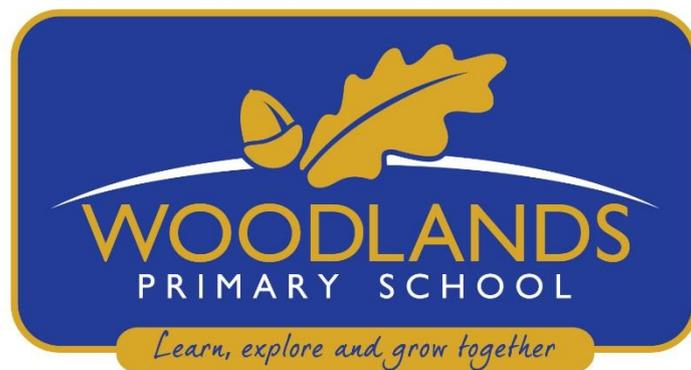


Woodlands Primary School

SEND Policy



Written by	Mary Priestley
Ratified by Governors	Autumn 2016
Date for Review	Autumn 2017

This policy has been impact assessed by Mary Priestley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Special Educational Needs & Disability Policy

The following policy has been developed in accordance with guidance provided by Kent County Council and adapted to reflect the practices at Woodlands Primary School.

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 Management Policy, Single Equality Scheme, Safeguarding Policy, Complaints Policy, Whistleblowing Policy and Admissions Policy.

This policy has been, and will continue to be, developed through a working group consisting of all stakeholders within the school [including staff, governors and parents] 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)*

1 What SEN & D does our school make provision for?

At Woodlands Primary School we can 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, Autism, Asperger’s Syndrome, learning difficulties, Social and Emotional and Mental Health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar. In the event of this occurring we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Sensory Processing Disorder, Speech Language and Communication needs, Cognition and Learning difficulties, Physical and Sensory difficulties and complex medical needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 What is our school policy for identifying and assessing pupils with SEN & D?

At Woodlands Primary School 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 e.g. Phonics Screening, CATs in years 4 & 5 annually, Speech Link and Language Link screening, spelling age, reading age. The following assessments are used as deemed necessary; Hedderly writing speed tests, Peabody Picture Vocabulary tests [receptive language skills], Phonic Assessment Battery [PhAB], Neale Analysis of Reading Ability [NARA], Language for Learning, Test of Auditory Processing Skills, Working Memory Assessments, Jump Ahead Screening, Language for Learning and Leuven Scale.

Where progress is not sufficient, even if a special educational need has not been identified, extra support is implemented to enable the pupil to catch up. Examples of extra support are focus groups in class, more frequent individual reading, intervention from a Speech &

Language Teaching Assistant, Read Write Inc Programme, Freshstart, Numicon, Sensory Circuits, peer support and the use of specific software to support learning such as RM Maths.

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, and in consultation with parents, we will use a further range of assessment tools to determine the cause of the learning difficulty. At Woodlands Primary School we are experienced in using the assessment tools listed. In addition, we have access to external advisors who are able to use the following assessment tools British Picture Vocabulary Scales, Expressive vocabulary test, Raven's progressive Matrices, Specialist Teacher & Learning Service; Wechsler Intelligence Scale Children, Educational Psychology Service; Clinical Evaluation of Language Fundamentals [CELF], Test of Reception of Grammar, Renfrew Action Picture Test, Speech & Language Therapists.

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 (provision map or personalised provision plan) and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 What is our policy for making provision for pupils with SEN & D whether or not they have EHC Plans?

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

Each review of the SEN & D 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.

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. 3b What are our arrangements for assessing and reviewing the progress of pupils with SEN & D?

Every pupil in the school with SEN & D has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Woodlands Primary School are those listed in section 2 and identify whether pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c What is our approach to teaching pupils with SEN & D?

Quality first 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 Woodlands Primary School the expectation is that all teaching is at least good.

We follow the Mainstream Core Standards and 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, use of ICT software learning packages.

3d How do we adapt the curriculum and learning environment for pupils with SEN & D?

At Woodlands 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: whole school staff training in Assessment for Learning, Strategies for Crisis Intervention Planning, Solihull/Attachment difficulties training, Provision Mapping, Sensory Circuit Training, Dyslexia and Dyscalculia, whole staff training in Social Stories, Safeguarding and Online Safety (refer to Safeguarding Policy) ; Midday Supervisor training in ADHD / ASD, De-escalation techniques. They have identified that the following aspects of the school need to be improved: remodelling of hall area to ensure safe use by the local community (disabled access and extra fire escape).

3e What additional support for learning is available to pupils with SEN & D?

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 website and on each class 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 funding to the school.

3f How do we enable pupils with SEN & D to engage in activities of the school (including physical activities) together with children who do not have SEN & D?

All clubs, trips and activities offered to pupils at Woodlands 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 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 SEN & D?

At Woodlands 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 PSHCE, Woodlands Primary School code of conduct, assemblies, 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 list e.g. access to a Fegan's counsellor, time-out with our Pastoral Support Manager or Senior Member of staff, an identified time-out space for pupils to use when upset or agitated, accessing support from external agencies such as the Specialist Teaching & Learning Service, Early Help and Preventative Services, and referral to Child Health

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

Mrs Rita Tarrant-Blick (Assistant Headteacher Behaviour & Safety) is the Inclusion Manager at Woodlands Primary School. She has been an Inclusion Manager continuously since before 1 September 2009 and is not required to undertake the National Award for SEN Co-ordination

Mrs Tarrant-Blick is available on 01732 355577 or rtarrant-blick@woodlands.kent.sch.uk. The best time to contact her is from Tuesday to Friday when she is usually in school all day.

Mrs Belinda Brown, is the SENCO at Woodlands Primary School. She is available on 01732 355577 or senco@woodlands.kent.sch.uk. Mrs Brown is usually in school on Tuesday, Wednesday and Thursday. Mrs Brown is currently studying the National Accreditation in Special Needs Co-ordination.

5 What expertise and training have our staff received in relation to children and young people with SEN & D, and how is this secured?

All teachers and teaching assistants will have the opportunity to access a range of awareness training which includes, and is not limited to: Read Write Inc, Numicon, Assessment for Learning, Solihull/Attachment difficulties training, Autism Spectrum Disorder, Provision Mapping, Sensory Circuit Training, Dyslexia and Dyscalculia, Safeguarding and Online Safety, First Aid.

In addition, staff members have skills and experience in the following areas: EAL, Language for Learning, Colourful Semantics, Communicate in Print, Fizzy, Sensory Circuits, Dyslexia, Clever Fingers [fine motor skills], Cued Articulation, Lego Therapy, ASD Awareness, Social Stories, Speechlink, Early Bird ASD, Kar2ouche, Toe by Toe, Down Syndrome, Time to Talk, Bereavement Counselling, Parenting course facilitator, Basic counselling skills and Strategies for Crisis Intervention Planning.

Mrs Brown [Inclusion Manager and SENCO] has completed the initial levels of Designated Safeguarding Lead training.

Furthermore, Mrs Tarrant-Blick [Assistant Headteacher, Behaviour & Safety] Inclusion Manager, DSL, has completed the enhanced and specialist training in Safeguarding and Online Safety. [Designated Safeguarding Lead].

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 Ridgeview Specialist Teaching & Learning Service, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, Virtual School Kent. The cost of training is covered by the notional SEN funding.

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 Ridgeview Specialist Teaching & Learning Service, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, Virtual School Kent. The cost of training is covered by the notional SEN funding.

6 How do we secure equipment and facilities to support children and young people with SEN & D?

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 What arrangements are there for consulting parents of children with SEN & D and how are they involved in their education?

All parents of pupils with SEN&D at Woodlands Primary School 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. 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 arrangements do we make for consulting young people with SEN & D and involving them in their education?

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 What arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with SEN & D concerning the provision made at the school?

The normal arrangements for the management of complaints at Woodlands Primary School are used for any complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Class Teacher in the first instance. If further discussion is required meetings with a member of the leadership team will be arranged to seek to resolve the issue before making the complaint formally 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. Please refer to the Complaints Policy for further details.

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 SEN & D and in supporting the families of such pupils?

The governing body have engaged with the following bodies:

- Free membership of Local Inclusion Forum Team [LIFT] for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3 days per year
- 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
- Community Paediatrics
- School Nurse
- Early Help and Preventative Services (EH&PS)

11 What are the contact details of support services for the parents of pupils with SEN & D, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information, Advice and Support Kent support families of children and young people (0 – 25 years) with special educational needs or disabilities. They hope to empower parents to make informed choices about their children's education and communicate confidently.

Their advice and support is confidential, impartial and independent.

IASK is overseen by a steering group, half of which must be parents.

They also support schools in working with parents.

They can be contacted on:

HELPLINE: 03000 413000
Office: 03000 412412
E-mail: iask@kent.gov.uk

www.kent.gov.uk/education/Information-Advice-and-Support-Kent

12 What are our arrangements for supporting pupils with SEN & D in transferring between phases of education or in preparing for adulthood and independent living?

At Woodlands 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 include an information gathering session with pre-school providers, parent questionnaires, visits to pre-school settings and transition meetings. These questionnaires form the basis of information sharing meetings with Infant and Junior school personnel. School staff make classroom visits to observe strategies. We also hold Infant and Junior transition meetings involving parents, and external professionals for children with SEN & D to ensure as smooth a transition as possible.

Additionally, we contribute information to a pupils' onward destination by providing information to the next setting. Taster days are attended in the summer term by all year 5 pupils. Questionnaires are completed prior to secondary personnel making visits to pupils in our setting. All year 6 pupils attend a common induction day in July. Individual arrangements are made for pupils with special educational needs & disabilities, which may include accompanied visits to their receiving school, and a meeting with parents and other involved professionals.

13 Where is the authority's local offer published?

The local authority's local offer is published on www.kent.gov.uk/educauion-and-children/special-edicational-needs.

Parents without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

Approved by the Full Governing Body - Date

Review date

Signed [Chair of Governors] Date.....

