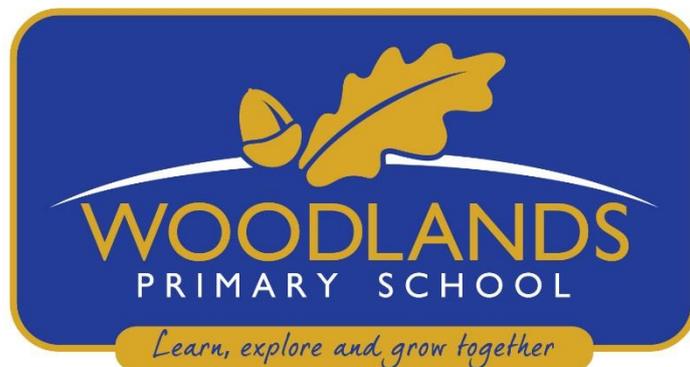


Woodlands Primary School

Special Educational Needs & Disability [SEND] Policy



Written by	Rita Tarrant-Blick
Ratified by Governors	Spring 2021
Date for Review	Spring 2022
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	No

This policy has been impact assessed by Vicki Lonie 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
- SEND Code of Practice 2015
- UK Statutory Instrument 2014 number 1530- Special Educational Needs and Disability Regulations
 - 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, Department for Education 1 Dec 2014
- UK Statutory Instrument 2012 number 1124 - The School Information (England) (Amendment) Regulations
- UK Statutory Instrument 2013 number 758 - The School Information (England) (Amendment) Regulations
- Kent Inclusion Statement Jan 2021

This policy should be read in conjunction with the following school policies:

- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Complaints Policy
- Inclusion Policy
- Public Sector Equality Duty Statement
- Whistleblowing Policy

This policy has been developed through a working group consisting of all stakeholders within the school [including staff, governors and parents / carers] and will be reviewed annually.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND 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 p.15)*

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 p.16)*

1 What SEND does our school make provision for?

At Woodlands Primary School, we make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. We provide for the presenting needs of pupils with or without a formal diagnosis. Examples of this are Dyslexia, Developmental Coordination Disorder [which includes Dyspraxia], Speech and Language needs, Autism Spectrum Condition, learning difficulties, Social, Emotional and Mental Health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school 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:

- Autism Spectrum Condition
- Sensory Processing Disorder
- Speech Language and Communication needs
- Cognition and Learning difficulties
- Physical and Sensory difficulties
- Social Emotional and Mental Health needs

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in consultation with school.

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 SEND?

At Woodlands Primary School we formally monitor the progress of all pupils three 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, Cognitive Ability Tests in year 5 (annually upon parental request), Speech Link and Language Link screening, spelling age and reading age. The following assessments are used as deemed necessary; Hedderly writing speed tests, Phonic Assessment Battery [PhAB], Neale Analysis of Reading Ability [NARA], Language for Learning, Test of Auditory Processing Skills [TAPS],

Test of Visual Perceptual Skills [TVPS], Working Memory Assessments, The Boxall Profile and Leuven Scale.

Where progress does not meet expectations, 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, Numicon, Sensory Circuits, peer support and the use of specific software to support learning such as Clicker 8, RM Maths and Lexia. [Details of each of these interventions are on our website]

Some pupils may continue to make slower than expected progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents / carers, 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 the Specialist Teacher and Learning Service, Educational Psychology Service and Speech and Language Therapy Service who may use the following assessment tools:

- British Picture Vocabulary Scales
- Expressive vocabulary test
- Raven's progressive Matrices
- Wechsler Intelligence Scale Children Clinical Evaluation of Language Fundamentals [CELF]
- Test of Reception of Grammar
- Renfrew Action Picture Test.

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 Special Educational Needs support plan (year group pupil tracker 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 that which is normally available.

If the pupil can 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 can maintain good progress without the additional and different resources he or she will not be identified as having Special Educational Needs. When there is any change in identification of the Special Educational Needs status parents / carers will be notified in writing.

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 SEND whether or not they have Education Health & Care [EHC] Plans?

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

Each review of the SEND 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 rate of progress
- Widens the attainment gap

For pupils with 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 What are our arrangements for assessing and reviewing the progress of pupils with SEND?

The assessments we use at Woodlands Primary School are those listed in Section 2 of this document and identify whether pupils are increasing their level of skills in key areas. Every pupil in the school has their progress formally tracked three times per year. In addition to this, pupils with SEND may have more frequent assessments in the event that slower than expected progress is made and further identification of need is required.

If these assessments do not show adequate progress is being made the SEN support plan (year group pupil trackers or personalised provision plan) will be reviewed and adjusted.

3c What is our approach to teaching pupils with SEND?

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 (2015 6.37)*.

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

We follow the Kent Inclusion Statement developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the requirements of the 'Kent Inclusion Statement' and 'Mainstream Core Standards' documentation, the school employs some additional teaching approaches, as advised by internal and external assessments e.g.

- one to one teaching
- 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 SEND?

At Woodlands Primary School we follow the advice in the Kent Inclusion Statement and Mainstream Core Standards documentation 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.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, **the Governors have approved the following** training and engagement with external services to enable improved accessibility for individual pupils with SEND.

Inclusion Manager attends AEN update sessions (3 x annually), Local Inclusion Form Team (LIFT) meetings and Specialist Teacher ‘surgeries’ (6 x annually)
Headteacher and Inclusion Manager attend LIFT Executive meetings termly
Headteacher leads and Inclusion Manager attends Inclusion meetings termly
Purchase of equipment to support the needs of a pupil with Cerebral Palsy
Safer Handling Training for all staff (September 2020)
Educational Psychology Service - supporting with termly School Based Reviews
Anti-Bullying Week supported by whole school (November 2020)
Clicker 8 training for all staff (Term 2 2020)
Safer Internet Day supported by whole school (February 2021)
The Engagement Model Training – Inclusion Manager and Assistant Headteacher (February 2021)
<i>During partial school closure due to national lockdowns staff completed training in the following areas:</i> <i>Epilepsy Awareness</i> <i>Diabetes Awareness</i> <i>Child Psychology</i> <i>Dyslexia</i> <i>Autism</i> <i>Adverse Childhood Experiences [ACES]</i> <i>Mental Health and Wellbeing</i>

3e What additional support for learning is available to pupils with SEND?

Woodlands Primary School receives additional funding to meet needs of pupils with SEND. This funding is used to ensure that there are enough resources to deploy additional and different teaching for pupils requiring SEND 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 year group pupil tracker. In very few cases, a very high level of resource is required. Under these circumstances the Local Authority should provide need specific Top Up funding to the school.

‘Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top up

funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).’ (SEN Code of Practice 6.99)

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

All clubs, trips and activities offered to pupils at Woodlands Primary School 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 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 SEND?

Our priority is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance in Personal, Social Health and Economic education [PSHE] - Woodlands Primary School code of conduct, assemblies, and indirectly with every interaction adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide the following:

- Support from our Pastoral Support Officer or Senior Member of staff
- An identified time-out space for pupils to use when upset or agitated - ‘The Nest’
- Accessing support from external agencies such as the Specialist Teaching & Learning Service, Early Help and Preventative Services
- Referral to Child Health or the School Nursing Service.

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, Attendance & Designated Safeguarding Lead) 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. Her role as Inclusion Manager includes the role of SEN Co-ordinator.

Mrs Tarrant-Blick is available on 01732 355577 or rtarrant-blick@woodlands.kent.sch.uk.
The SEND Governor is Mr George Little.

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

All teachers and teaching assistants have the opportunity to access a range of awareness training that includes, and is not limited to:

- Read Write Inc
- Assessment for Learning
- Attachment difficulties
- Autism Spectrum Condition
- Safer Handling
- Personalised Plans
- Sensory Circuit / Beam Training
- Dyslexia
- Safeguarding and Online Safety
- First Aid.

In addition, staff members have skills and experience in the following areas, detail of which is found on our website. To meet the needs of learners with:

Cognition & Learning needs

- Dyslexia
- Clicker 8
- Toe by Toe

Communication & Interaction needs

- English as an Additional Language [EAL]
- Language for Learning
- Colourful Semantics
- Lego Therapy
- Autism Spectrum Condition [ASC] Awareness
- Social Stories
- In Print
- Cued Articulation
- Speech Link and Language Link
- Early Bird Plus ASC

Physical & Sensory Needs

- Fizzy [gross motor skills / developmental co-ordination difficulties in Key Stage 2]
- BEAM [gross motor skills / developmental co-ordination difficulties in Key Stage 1]
- Sensory Circuits
- Clever Fingers [fine motor skills]

Social, Emotional & Mental Health needs

- Time to Talk
- Bereavement support
- Safer Handling

Mrs Tarrant-Blick has completed the enhanced and specialist training in Safeguarding and Online Safety.

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 the Specialist Teaching & Learning Service, Educational Psychology Service, 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 SEND?

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 Kent County Council Communication and Assistive Technology team.

7 What arrangements are there for consulting parents / carers of children with SEND and how are they involved in their education?

Children and their families are the experts on the impact of their condition or disability. Collaborative working is the starting point when planning, implementing and reviewing SEN provision. Provision that is put into place in response to current presenting, underlying or emerging need is not dependent on a child or young person receiving a formal diagnosis of a specific condition or a disability.

All parents / carers of pupils with SEND 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. We are always 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 and shared with parents / carers three times per year.

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. Parents / carers 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 What arrangements do we make for consulting young people with SEND 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 them, 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 What arrangements are made by the governing body relating to the treatment of complaints from parents / carers of pupils with SEND concerning the provision made at the school?

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 / carers to discuss their concerns with the Class Teacher in the first instance. If further discussion is required, meetings with a member of the school 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 an Education Health & 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. 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 a termly school- based review meeting.
- 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
- The Communication and Assistive Technology Team for ad hoc requests for advice
- Community Paediatrics
- Kent County Council School Nursing Team
- Early Help and Preventative Services
- Specialist Children's Services

11 What are the contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)?

Information Advice and Support Kent provides a free and confidential, information, advice and support service, for parents / carers 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. Their 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, to feel confident to express their views and wishes about education and future aspirations.

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 SEND 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 / carer questionnaires, visits to family homes, visits to pre-school settings and transition meetings. These questionnaires form the basis of information sharing meetings. School staff make classroom visits to observe strategies. We also hold transition meetings involving parents / carers, and external professionals for children with SEND to ensure as smooth a transition as possible.

Additionally, we contribute information to a pupil's 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 / carers 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/education-and-children/special-educational-needs

It is also linked on our school website.

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

Document History	
Date	Summary of changes
Spring term 2020	Ratified by Governors
Spring term 2021	Reference made to Kent Inclusion Statement and Mainstream Core Standards documentation published January 2021 Section 3d – updated staff training list Section 7 – new paragraph added from Kent Inclusion Statement