

# Cranbrook Church of England Primary School



## Special Educational Needs & Disabilities (SEND) Policy

Written by: KCC	June 2018
Amended by: Vicky French	
Agreed by governors:	June 2018
To be reviewed:	June 2020

Signed by Chair of Governors:	
Signed by Headteacher:	

# SEN & Disability Policy

This policy should be read in conjunction with the following school policies Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Complaints Procedure.

This Policy was developed with the involvement of parents/carers, representatives from the Governing Body and Parent Teachers Association and parents of children with special educational needs.

## **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,p4)

## **Definition of disability**

Many children and young people who have SEN may also have a disability as defined 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 Cranbrook CE Primary we strive to be fully inclusive, making provision for every kind of frequently occurring special educational need with or without an Education, Health and Care Plan, for instance Dyslexia, Dyspraxia, speech and language difficulties or Autism/Asperger's Syndrome. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but training and advice can be accessed so that these kinds of needs, when identified, can be met.

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

At Cranbrook CEP School we 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 throughout their primary school years.

Where a child shows a slower rate of progress, even if an educational need has not been identified, extra support is put in place to enable the pupil to catch up. All classes have provision maps with tailored interventions for each pupil. Pupils who are in receipt of higher needs funding have individual provision plans.

Pupils are referred to the Senco by the class teacher following thorough observations in class. There are a range of assessment and screening procedures which can be used to identify children who need extra support eg WRAT4 which gives Standardised Score for Maths, Reading/Comp and Spelling. Sandwell for Maths helps to identify the gaps, Salford Reading and Suffolk Reading and Comprehension. We also use Language and Speech Link for Speech and Language assessments.

The class teacher will then inform parents and a discussion takes place about their perception on their child's progress, any factors contributing to any difficulty and any action the school might take. A meeting with the Senco can usually then be arranged.

Where the type of assessment needed is beyond the scope of school staff, we have access to external advisors who are able to use additional assessment tools. Usually the child is discussed at LIFT where advice and support can be given. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly.

If the pupil is able to make good progress using this additional and different resource (and would not be able to maintain this good progress without it) we will continue to identify the pupil as having special educational needs. 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. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:**

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

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

The SEN Code of Practice (2014, 6.17) describes inadequate progress as:

- i. Is significantly slower than that of their peers starting from the same baseline.
- ii. Fails to match or better the child's previous rate of progress.
- iii. Fails to close the attainment gap between the child and their peers
- iv. Widens the attainment gap.

For pupils with or without a statement of special educational needs/ Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision and will be reported to the Governing Body.

***b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs***

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments.

***c. 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. Cranbrook CEP School regularly reviews the quality of teaching for all pupils. This includes reviewing and improving teachers' understanding of strategies to identify and support vulnerable pupils. The school will also improve teachers knowledge of the most frequently encountered SEN as per the SEN Code of Practice (2014, 6.37)

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

At Cranbrook CEP 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 Education, Health and Care Plans.

At Cranbrook CEP 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 e.g. through PSHE, circle time and indirectly with every conversation adults have with pupils throughout the day.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors ensure that they monitor regularly each term. From feedback, improvements are assured.

***e. 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 additional 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 some cases a 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.

***f. How the school enables pupils with special educational needs to engage in activities of the school together with children who do not have special educational needs***

All clubs, trips and activities offered to pupils at Cranbrook CEP School are available to pupils with special educational needs either with or without a statement/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.

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

The Inclusion Manager at Cranbrook CEP School is Jo Langton, who is a qualified teacher with an Education Degree and is undertaking the National Award for SEN Co-ordination.

Jo Langton is available at: [senco@cranbrook-cep.kent.sch.uk](mailto:senco@cranbrook-cep.kent.sch.uk). She works Wednesday to Friday.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs**

Some teachers and teaching assistants have received enhanced and specialist training. Examples of training attended include:

- i. Early Bird Plus / ASD workshops
- ii. Language for Learning
- iii. BEAM
- iv. Sensory Circuits
- v. Better Reading Partnership
- vi. Speech and Language
- vii. Dyslexia

**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.

**7. The arrangements for consulting parents of children with special educational needs and involving them in their education**

All parents of pupils at Cranbrook CEP School are invited to discuss the progress of their children on 3 occasions a year and receive a written report.

In addition we are happy to arrange meetings outside these times.

**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 education 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.

**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.**

Any complaints regarding provisions made for the children with special educational needs should be discussed in the first instance with the child's class teacher. Should the matter not be resolved at this point then parents can escalate and speak to the Key Stage Leader or SENCo. If at this point they feel their child's needs are still not being addressed they should make an appointment to see the Headteacher. If, having met with the headteacher, parents are still concerned they may contact the governor responsible for SEN before making the complaint formal to the Chair of Governors.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution 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.

10. The Governing Body involves other agencies, including health and social services , Local Authority support services, and voluntary organisations, to assist in meeting the needs of pupils with special educational needs and help with supporting the families of such pupils.

11. 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) are available on request.

**12. The school's arrangement for supporting pupils with special education needs in transferring between phases of education**

We liaise with pre-school settings and playgroups to get to know any children identified with additional educational needs before they enter the Reception class. We also contact the previous school of any child with SEN entering the school at a point other than the Reception class to get an understanding of how the child should be inducted and thus enable us to benefit from their knowledge of the child. Moving on from Primary School we arrange a meeting with Inclusion Co-ordinators from the Secondary schools so that information concerning the educational needs of pupils transferring can be discussed.

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

**The local authority's local offer is published on**

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams>

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

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

Children and Families Act 2014

SEN Code of Practice 2014

2014 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) Regulation 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013