



# Shears Green Infant School

Head Teacher: Mrs Hayley Kotze

## 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 following school policies: Behaviour Policy, Accessibility Plans, Equalities Policy, Safeguarding Policy, Complaints Policy and the Curriculum and Learning Policy.

This policy was developed with Senior Leadership Team and Governors. It was then shared with all staff and parents through the school website and followed by a small working party. It 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 Shears Green Infant School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties, behaviour difficulties and physical difficulties. This is not an exhaustive list. 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.

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: Physical disability, Autistic spectrum disorder, Global Delay. 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 Shears Green Infant 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:

- Y1 phonics screening in term 5 of year 1,
- Foundation baseline assessment on entry to year R,
- Big Write writing assessments,
- End of Key Stage 1 testing in term 5 of year 2

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:

Reading, writing and maths booster Groups  
EAL groups  
Individual Reading support  
Social skills groups  
Precision Teaching  
Dyslexia Support  
Nurture group for playtime and lunchtime support

Some pupils may continue to make minimal 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 barrier to learning. At Shears Green Infant School we are experienced in using the following assessment tools: Boxall Profile, Renfrew word finding, Renfrew action picture test, Renfrew Bus Story Test, Lucid Rapid and Cops (Dyslexia), Sandwell Phonological Awareness Readiness for Reading Kit, Language link, Speech link, Sandwell Early Numeracy Test and Reading Benchmark Assessment, and any others which are recommended to us by other professionals as appropriate. We also have access to external advisors, including specialist teachers, educational psychologists and speech and language therapists, who are able to use further assessment tools.

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 Personalised Learning Plan and reviewed regularly, 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 SEND 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 Information about the school's policies for making provision for pupils with special***

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

Each review of the Personalised Learning 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.

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 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 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 six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Shears Green Infant School are listed in section 2 above. 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 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. 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 Shears Green Infant School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice, which can be found here:

<https://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 support, precision teaching, 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' and 'Pupil Premium funding'.

### ***3d how the school adapts the curriculum and learning environment for pupils with special educational needs***

At Shears Green Infant 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 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: Improve the physical environment of the school for pupils, parents and visitors. Increase the extent to which disabled pupils and other vulnerable groups can participate in the schools' curriculum. Improve communication for pupils for communication difficulties.

### ***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 the class provision maps. In very few cases a very high level of resource is required. Higher Needs Funding can be applied for in extreme circumstances where a pupil meet a set criteria and needs 1:1 support. The funding arrangements require schools to provide up to £6000 per year of resource for pupils before consideration will be made.

### ***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 Shears Green Infant 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 it to provide

additional adult support to enable the safe participation of the pupil in the activity. In some cases it may be appropriate for a member of the family to come and support a pupil.

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

At Shears Green Infant 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, adult time, nurturing environment for playtimes and lunchtimes 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 mentor time with member of senior leadership team, external referral to Kent Children and Young People's Mental Health Service (CYMHS), time-out space for pupil to use when upset or agitated, Talking and Drawing Therapy, LEGO Therapy, Therapeutic Play, Sensory Circuits and a 1:1 Nurturing environment to develop Behaviour for Learning skills.

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 Inclusion Manager, whose role includes SENCO***

The SENCO at Shears Green Infant School is Clare Holder, who is a qualified teacher and is studying for the National Award for SEN Co-ordination.

Clare Holder is available on 01474 566700 or inclusionmanager@shears-green-infant.kent.sch.uk between the hours of 8.30 am and 4.30pm Tuesday to Friday.

***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 teachers and teaching assistants have had the following awareness training: safeguarding, speech and language, behaviour for learning and all teachers have also received Team Teach training and e-safety awareness.

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: SMILE Outreach, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, specialist teachers for behaviour, physical needs, cognition and learning and communication and interaction. The cost of training is covered by the notional SEN funding, pay as you go services for Educational Psychology and bought in service from a speech and language therapist.

***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 to loan the equipment. 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 Shears Green Infant School are invited to discuss the progress of their children on 3 occasions a year and receive a written report once a year. In addition we also have an open door policy, including day to day contact and Reading afternoons once a term. We are also 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 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.

***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. 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 Shears Green Infant School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with Class teacher, SENCO, 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 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 Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning service
- 3 days per year service with London Educational Psychology service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- A bought in Service Level Agreement with London Speech Therapy for 1 day a fortnight
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO, for example, SENCO forum, AEN updates

***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) provides offer support and advice about special educational needs and disabilities, including social care and short breaks. It also provides



drop in for advice about education and social care if your child has special educational needs and disabilities.

They can be contacted on:

**Helpline:** 03000 41 3000. Monday to Friday, 9am - 5pm.

**Email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

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

**Telephone:** 03000 412 412

**Facebook:** [IASK on Facebook](#)

### ***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 Shears Green Infant 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. The foundation Stage managers aim to contact all nurseries and pre-schools prior to the children starting school in September. For any children felt to be vulnerable by these settings the class teacher or teaching assistant will then try to visit. The Inclusion Manager will liaise with the settings and any other agencies involved to make the transition go as smoothly as possible. The majority of our children leave the infants and go to Shears Green Junior School at the end of Year 2. For this transition there is close liaison between both schools, including meetings with parents, visits as whole classes to the juniors, additional visits for any vulnerable pupils, teacher and teaching assistant visits to the infant school and handover meetings between relevant infant and junior staff. When pupils with SEND leave to go to attend another school, every effort is made to ensure all information is shared before the pupil starts to attend.

We also contribute information to a pupils' onward destination by providing information to the next setting. All of the pupil's files are passed to the juniors, including samples of work and any additional support or arrangements a pupil has received. This is all in addition to the personal verbal feedback shared between staff and parents.

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

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> Any parents without internet access should make an appointment with the SENCO for support to gain the information they require.

**Date to be reviewed - January 2019**

Signed \_\_\_\_\_