

Broadwater Down Primary School

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES (SEN & D) POLICY
AND INFORMATION REPORT**

Consulted with Parents: October 2018

Approved by the Governing Body: October 2018

Next Review: October 2019

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, Safeguarding Policy, Home Learning Policy, Complaints Policy and the Equalities Statement.

This policy was developed with all teaching staff and representatives from the governing body and will be reviewed annually. Governors and parents were consulted as part of the process.

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 kind of Special educational needs for which provision is made at the school

At Broadwater Down Primary School we can make provision for every kind of frequently occurring Special educational need without an Education, Health and Care Plan. This includes dyslexia, dyspraxia, speech and language difficulties, autism, learning difficulties and emotional difficulties. There are other kinds of Special Educational Needs which do not occur as frequently and with which the school is less familiar, but we will access training and advice so that these kinds of needs can be met.

The school also meets the needs of pupils with an Education, Health and Care plan. 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 Identification and Assessment of Pupils with SEN&D

At Broadwater Down Primary School, we monitor and track the academic progress of all pupils six times a year. We also use a range of assessments with all the pupils at various points, e.g. Y1 phonics screening, YR + Y1 Speech Link and Language Link screening.

Where progress is not sufficient, even if the special educational need has not been identified, we put in place extra support to ensure/accelerate the pupil's progress. Examples of extra support include individual reading using the Better Reading Partnerships and Maths support with MyMaths. .

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, we will use a range of assessment tools to determine the cause of the learning difficulty. At Broadwater Down Primary School, we are experienced in using Specific Learning Needs screening tools. We can also request external support through the LIFT (Local Inclusion Forum Team) process, enabling us to access additional assessment tools and Specialists, i.e. Educational Psychologists and Specialist Teachers who can administer them and interpret the results.

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, 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 these additional and different resources, (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 as having 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 Provision for Pupils with SEN&D (whether or not they have EHC Plans)

3a Evaluating the Effectiveness of Provision

Each review of the SEN 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.

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
- 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&D

Every pupil in the school has his/her progress tracked six times per year. In addition to this, pupils with Special educational needs may have more frequent assessments, such as of

reading age, spelling age, small steps progress (P Levels), etc. 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 Approaches to Teaching Pupils with SEN&D

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 Broadwater Down Primary School, the quality of teaching was judged to be 'good' in our last Ofsted inspection and is regularly monitored by the headteacher to ensure the needs of all learners are being met.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. For details see:

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx

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, 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&D

At Broadwater Down 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 Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governing Body review annually the school's accessibility plan. Details of this are published on our website.

3e Additional Learning Support 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 at least '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 provision maps. 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.

3f Including Pupils with SEN&D in ALL School Activities (including Physical Activities)

All clubs, trips and activities offered to pupils at Broadwater Down 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 or to provide adapted/Specialist equipment or advice.

3g Improving the Emotional and Social Development of Pupils with SEN&D

At Broadwater Down 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 e.g. PSHE lessons and Circle Time, and indirectly through every conversation adults have with pupils throughout the day.

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.

For these pupils, we can provide the following: access to our Family Support Adviser (FSA), external referral to CAHMs, internal interventions such as Time to Talk , Lego Therapy, Sensory Circuits and Drawing and Talking or strategies such as time-out in a safe space, weighted vests or blankets, fidget toys and timers for pupils to use when upset or agitated.

4 The School's Inclusion Manager (a.k.a. SEN&D Co-ordinator or SENCo)

The Inclusion Manager at Broadwater Down Primary School is Mrs Jacqui Austin who is a qualified specialist teacher and assessor with over 20 years of experience in special education.

Jacqui Austin is available on Tuesdays and Wednesdays and can be contacted by telephone: 01892 527588 or email: Senco@broadwater-down.kent.sch.uk.

5 The Expertise and Training of Staff in Relation to SEN&D and Access to Specialist Expertise

All teachers and teaching assistants have regular internal training in issues relating to special educational needs and high quality teaching. This is achieved through weekly staff meetings for teachers, fortnightly training sessions for TAs, run by members of the Senior Leadership Team and whole-school INSET days.

Where a training need is identified beyond the expertise of school staff or where a specific accreditation is required to deliver the training, we will find an external provider who is able to deliver it. Training providers we can access include: Oakley Special School, Broomhill Bank, Goldwyn School. We can benefit from Specialist advice from a range of professionals including Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, etc through a request at a LIFT meeting, held once a term.

6 Securing Equipment and Facilities to Support Pupils 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 Arrangements for Consulting/Involving Parents of Pupils with SEN&D

All parents of pupils at Broadwater Down Primary School are invited to discuss the progress of their children on three occasions per year and receive a written report once a 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 support them to

make progress, if monitoring indicates that this is necessary. This does not mean 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. All relevant information will be made accessible for parents.

8 Arrangements for Consulting with the Pupils with SEN&D

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 him/her, if deemed appropriate, 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 Complaint Arrangements for Parents of Pupils with SEN&D

The usual arrangements for the treatment of complaints at Broadwater Down Primary School are used for complaints about provision made for Special educational needs. We encourage parents to discuss their concerns initially with the class teacher, SENCo or Headteacher to resolve the issue, before making the complaint formal to the Chair of the Governing Body. (See Complaints Policy)

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 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, Local Authority Support Services and Voluntary Organisations

The Governing Body involves other bodies, including Health and Social Services, Local Authority support services and voluntary organisations whenever possible to meet the needs of pupils with Special educational needs and to support the families of such pupils.

The governing body engages with the following bodies:

- Free membership of LIFT for access to the Specialist Teaching and Learning Service
- A service level agreement with the Educational Psychology service for 3 days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to the 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 the Communication and Assistive Technology Team, etc
- Links with Specialist Children's Services for vulnerable pupils
- Access to the School Nurse and Health Visitor Services
- Access to external support through the Early Help Assessment Service
- Membership of professional networks for the Inclusion Manager e.g. NAS, SENCO forum, NASEN, Patoss, BPA.

11 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 6.39)

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 and also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 Supporting Pupils with SEN&D in Transferring between Phases of Education or in Preparing for Adulthood and Independent Living

At Broadwater Down 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. Our Reception teacher visits all the different settings on transfer to primary school, as well as organising home visits before the children start. The Reception children also attend a familiarisation afternoon to meet their teacher. The year 6 pupils attend open days at the secondary school they have been allocated. Many secondary schools send a member of staff to discuss transition with the Year 6 pupils. For pupils identified as vulnerable, who may or may not have Special educational needs, additional support is provided such as additional visits, photo books, and preparation sessions.

We also contribute information to a pupils' onward destination, which includes academic results, school reports, Child Protection files, etc.

13 The Local Authority's Local Offer

For information on Kent County Council's 'local offer' (information on how the local authority will support pupils with SEN&D and their parents) go to:

<http://www.kent.gov.uk/education-and-children/Special-educational-needs>

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