

# **SEN & Disability Policy/SEN Information Report**

**Approved: October 2020**

**Review Date: October 2021**

## SOUTH BOROUGH PRIMARY SCHOOL

### SEN & Disability Policy/SEN Information Report

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 LA 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/Discipline Policy
- Equalities Policy
- Safeguarding Policy
- Accessibility Plan
- Complaints Policy

This policy will be reviewed every year.

#### **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:

*Has a significantly greater difficulty in learning than the majority of others of the same age; or 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 South Borough Primary School we can make provision for every kind of frequently occurring special educational need without an Education Health Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autistic spectrum conditions, learning difficulties and a range of emotional needs and behavioural 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 can access training and advice so that these kinds of needs can be met.

There may be instances where the needs of a child are significant and/or complex and we will need to seek additional resources and advice or request statutory assessment for appropriate provision or setting to be identified.

The school also currently meets the needs of pupils with an Education Health Care plan with the following kinds of special educational needs: *Cognition and Learning* needs, *Communication and Interaction* needs, *Physical needs and Social Emotional and Mental Health* needs. Decisions on the admission of pupils with an Education Health Care plan are made by Kent County Council.

The admission arrangements for pupils without an Education Health 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 South Borough 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 pupils at various stages, including the Year 1 phonics screening and speech and language assessments, spelling age, reading age, Luci Lass and a dyslexia screen, to enable us to measure progress and identify specific needs. This will include the new times table check for the children in Year 4. The reading age and spelling age will be ascertained if a child is identified through pupil progress meetings not to be making good progress. Speech Link and Language link and a dyslexia screen will be conducted when a child has been highlighted at the pupil progress meeting to be making less than good progress. The Year 1 phonics test is conducted at the end of Year 1 and is taken by all children. Children who do not meet the required standard will be retested at the end of Year 2.

Where progress is not sufficient, even if a special educational need has not been identified, our initial response is through quality first teaching. Alongside this, a range of interventions might be put in place to enable the pupil to catch up.

Examples of extra support and intervention include;

- 1:1 phonics intervention,
- maths boosters,
- Better Reading Partners,
- Paired Reading,
- Memory Magic,
- speech and language interventions,
- Sensory Circuits
- BEAM,
- Clever Fingers,
- Write From the Start,
- Lego Therapy,
- Precision Teaching.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, in consultation with their parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

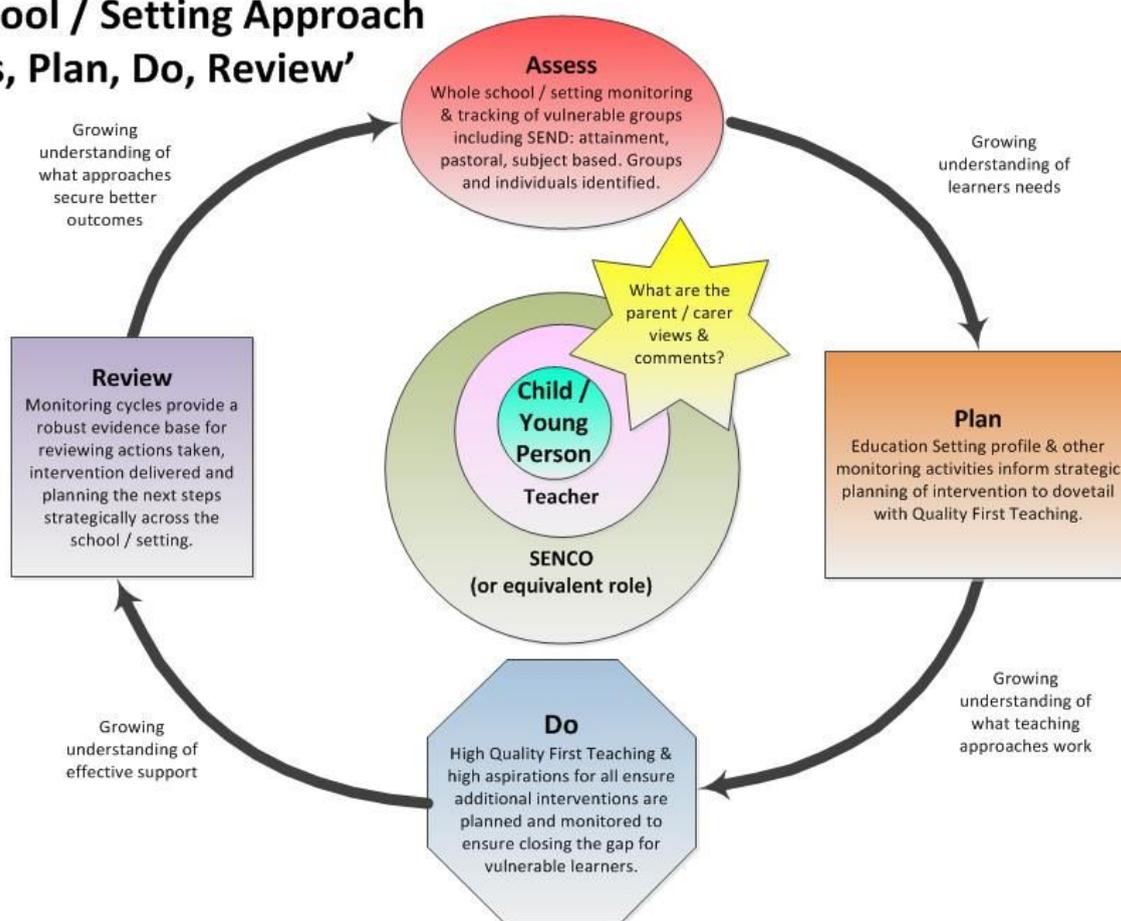
At South Borough Primary School we are experienced in using the following assessment tools;

- Speech and Language Link,
- Dyslexia screening tool (Lucid Lass),
- Visual screening,
- Cognitive Ability Test (Ravens),
- Strengths and Difficulties Questionnaires (SDQs),
- Memory Magic Screen,
- BEAM screening,
- Coloured progressive matrix,
- Crichton vocabulary scale,
- British Picture Vocabulary Scale 3,
- Expressive Vocabulary Test
- Boxall Profile.

We also have access to external advisors who are able to offer further advice and more in depth assessments should they be required.

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 SEN Support Plan and reviewed regularly, then refined / revised if necessary. This is in line with the graduated approach (Assess, Plan, Do, Review cycle) aimed at developing a good understanding of pupils' needs and of what supports the pupil in making good progress and securing good outcomes.

## Whole School / Setting Approach 'Assess, Plan, Do, Review'



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 apparent, 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. Any specific training identified/required will be arranged through relevant parties.

### **3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including**

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

Each review of the Personalised SEN Support Plan will be informed by the views of the 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 an Education Health 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 SEN County Officer.

For pupils with SEN and who are looked after by the Local Authority, termly PEP meetings and LAC reviews are attended in order to communicate effectively the provision in place, the impact of this and plan further support.

#### **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 and discussed at termly pupil progress meetings. The assessment tools we use at South Borough Primary School are:

- EEXaT to make ongoing assessments of children's development in Early Years
- OTrack to track children's progress against the National Curriculum and access to education. OTrack tools can also be used to monitor the progress of children achieving below the programme of study.

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.

In addition to monitoring progress academically, we use a range of assessment tools to monitor progress in relation to Communication and Interaction, Social, Emotional & Mental Health Needs and Sensory and Physical needs.

### **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)*

At South Borough School the quality of teaching was judged to be Good in our last Ofsted inspection dated 2018. The school continues to work closely with Swale Academies trust to ensure that all current teaching is good or outstanding.

We follow the Mainstream Core Standards 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. Precision Teaching, small group and 1-1 intervention and intensive interaction. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

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

At South Borough 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 Care Plans. Recommendations in relation to the curriculum and environment made by specialist teachers and other external professionals are fully implemented and reviewed.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, all of the primary schools in the Swale Academies Trust have an accessibility plan. See the school website for a copy of this.

### **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 our provision menu. 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 resources for pupils with high needs, and above that amount the Local Authority should provide top up to the school through High Needs Funding.

### **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**

As an inclusive school, all clubs, trips and activities offered to pupils at South Borough Primary School are available to pupils with special educational needs and disabilities. 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. Support that is available for improving the emotional and social development of pupils with special educational needs**

At South Borough 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 PSHE, and indirectly with every conversation adults have with pupils throughout the day.

At South Borough Primary School, we use the Restorative Approach to empower pupils to deal with social situations. A Restorative Approach focuses on developing positive relationships within the school, both pupil to pupil and staff to pupil. It creates a safe, secure environment which enables children to develop both academically and socially. On a day-to-day level this involves talking to the children about their thoughts and feelings. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

For some pupils with the most need for help in this area we also can provide the following: Lego Therapy, Time to talk, Circle of friends, time out spaces, key adults, Talk About, Anxiety Intervention, The Incredible 5 Point Scale, and referrals to relevant external professionals and organisations. All classrooms have a 'Worry Box' available to children to share any concerns in a discrete manner.

For some pupils with the most need for help in this area we also can provide the following access to counsellors, positive reflection with a trained play therapist, external referral to CAHMs, time-out space for pupils to use when upset or agitated.

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.**

The named SENCO at South Borough Primary School is Rachael Fulcher, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

The SENCo is available via the school office on 01622752161 or via email [sbps\\_office@swale.at](mailto:sbps_office@swale.at)

#### **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:

- Child Protection Training (including Educare Online Safeguarding Training)
- Training and information on all high frequency SEN needs
- Using provision mapping effectively
- Using SDQ/ wellbeing and involvement screening
- A whole school approach to dyslexia friendly class
- ASD awareness training

In addition to this whole-school staff training, identified members of staff have also received the following enhanced and specialist training:

- Paediatric first aid
- Diabetic Training
- Epi-pen training
- Moving and Handling
- De-escalation training
- Clever Fingers
- Beam

- Lego therapy
- Emotional wellbeing
- Sensory circuits
- Reluctant Speaker
- Attachment
- Speech and Language

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: Bower Grove Specialist School, Five Acre Wood Specialist School, Ridge View Specialist School, Educational psychologists, speech and language therapists, occupational therapists, physiotherapists and the specialist teaching service (STLS via LIFT). The cost of training is covered by the notional SEN funding.

#### **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. 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 South Borough Primary School are invited to discuss the progress of their children throughout the year and receive a written report at least once per year. In addition, we are happy to arrange meetings outside of 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 provisions will be recorded, tracked, evaluated and discussed with parents.

In addition to this, parents of pupils with an Education Health 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 where applicable. 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 South Borough primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with relevant members of staff to resolve the issue before making the complaint formal to the Executive Headteacher.

If the complaint is not resolved after it has been considered by the steps within the complaints policy, 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 Education Health 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 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 LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with speech and language therapy services / occupational therapy services / physiotherapy services for pupils with requirement for direct therapy or advice
- Ability to make ad-hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg SENCO forum
- Referrals to access support from the school nursing team for medical or wellbeing support and guidance

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

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

#### **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 South Borough 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. When pupils transfer between year groups internally, teachers meet to discuss the needs of the pupils and moderate assessment levels. Social stories are put in place for our most vulnerable pupils as they transition into the next year group.

Where a pupil is transferring to our school and the parents or the previous school have informed us of their child's SEN we will ensure that we have requested full details of any reports or records and pass these onto the class teacher. Where there is a high level of need, a meeting between the parents, SENCO and previous school may be arranged and any relevant professionals invited. Our Inclusion SENCO and other relevant members of staff will also visit these children in their current setting to aid the transition process. This is particularly important for pupils transferring from nursery to Infants.

We also contribute information to a pupil's onward educational destination by providing information to the next setting.

Where a pupil is transferring to secondary school our SENCO and Office Manager will arrange to pass on all files and records and where possible will meet with the SENCOs of the local secondary school to pass on important details in person. Where there is a high level of need, a meeting between the parents, SENCO and new school may be arranged and any relevant professionals invited.

Any pupils with an Education Health Care Plan will have any transition needs discussed at each annual review. Where the pupil is due to transfer to another school, the new school will be invited to attend the normal review process, or if not a separate transition meeting will be arranged.

### **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>

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