

Ightham Primary School



Special Educational Needs and Disability Policy

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CONTENTS

	Page no
Special Educational Needs & Disability Policy Statement	3
Objectives	
Definition of Special Educational Needs (SEN)	
Definition of Disability	
SEN categories	4
Roles and Responsibilities	
Admission	5
Identification	
High Needs Funding (HNF) and Education, Health and Care (EHC) Plan	6
Provision	7
Evaluation of Provision	8
Training	9
Resources	
Home and School Partnership	
Complaints	10
The Governing Body	
Transition	11
Contacts and links to other School Policies and Documents	
Monitoring and Review	12

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY STATEMENT

At Ightham Primary School we are committed to fulfilling the special educational needs of pupils and ensuring they make progress in line with our school mission statement.

Ightham Primary School provides a nurturing and inclusive learning environment that enables every child to thrive with an expectation of high academic standards. We are committed to providing a balanced, accessible and inspirational curriculum which fosters a lifelong love of learning.

OBJECTIVES

As part of the ethos of the School we are committed to:

- Providing effective support for disabled pupils and those with special educational needs to ensure they make the same good progress as their peers;
- Ensuring Staff members seek to identify the needs of pupils with SEN as early as possible and carefully plan work and monitor progress so that pupils fulfil their full potential;
- Monitoring and responding to parents/carers and pupils views in order to work in partnership;
- Ensuring support for pupils with medical conditions to achieve full inclusion in all school activities through consultation with health and social care professionals;
- Working in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable groups;
- Creating a school environment where pupils can contribute to their own learning. This means encouraging children to build their learning power and gain independence.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

A child 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 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'. *SEN Code of Practice (2014, p 4)*

DEFINITION OF DISABILITY

Many children and young people who may have SEN may also have a disability under the Equality Act 2010, that is '...a physical or mental impairment which has 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, p 5)*.

SEN CATEGORIES

SEN falls within four broad areas of need and provision:

Cognition & learning	This includes children who demonstrate features of Moderate (MLD), Severe (SLD) or Profound & Multiple learning difficulties (PMLD) or specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, or dyspraxia
Communication & interaction	Speech Language and Communication Needs (SLCN) – children may have receptive or expressive language difficulties. Autistic Spectrum Disorders (ASD) including Autism and Asperger’s Syndrome
Social, emotional and mental health difficulties	This includes children who may have Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder
Sensory and or physical needs	<ul style="list-style-type: none">- Visual Impairment (VI)- Hearing Impairment (HI)- Multi-Sensory Impairment (MSI)- Physical Disability (PD)

ROLES AND RESPONSIBILITIES

Provision for children with Special Educational Needs or Disability is a matter for the School as a whole. All members of staff are responsible for the children with whom they work. All staff who come into contact with the child, including lunch-time supervisors and support staff, understand the child's needs and how to respond. In addition, the Governing Body, the Head Teacher and Senior Leadership Team, including the Special Educational Needs Co-ordinator (SENCO), determine the strategic development of SEN policy and provision School and evaluate its success.

The SENCO at Ightham Primary School is currently Mrs Jeanette Richardson, who is a qualified teacher and who has the National Award for SEN Co-Ordination (NASENCO). She holds an Honours Degree and Post Graduate Certificate of Education (PGCE). Jeanette Richardson is available by telephone on 01732 882405 or email at jrichardson@ightham.kent.sch.uk. She works on Tuesdays and Wednesdays. Mrs Richardson is supported by Mrs Julie Jacobs who is a specialist Dyslexia Tutor with a background in Speech and Language Therapy. She also works on Tuesdays and Wednesdays. Teaching Assistants (TAs) at the school currently have specialisms in different areas such as Sensory Circuits, Building Reading Power and Multi-Skills.

ADMISSION

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.

IDENTIFICATION

At Ightham Primary School we monitor the progress of all pupils formally three times a year to review their academic progress. We use a range of assessments with all the pupils at various points, as follows:

Three times per year	Summative assessments all year groups
Annually	Y1 Phonics Screening EYFS Baseline Assessment Statutory end of Key Stage 1 Assessments End of Year Assessments Y3,4 & 5 Statutory end of Key Stage 2 Tests CAT Tests – Y4 and Y5
Six times per year	Leuven Wellbeing Screening

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to accelerate progress.

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 use a range of assessment tools such as Boxall Profile (an assessment tool for social, emotional and behavioural difficulties), GLS Dyslexic screener, Renfrew (Language Skills), BPVS (British Picture Vocabulary Scale) speech, language for learning and language profiles and the Dyscalculia Assessment. We have access to external advisors. We consult with colleagues at the Local Authority Local Inclusion Forum Teams (LIFT) and engage the services of outside agencies such as 'Fegans Trust Counselling', the Educational Psychologist, Speech and Language Therapy Service (STLS) and Specialist Teaching services to determine the cause of the learning difficulty and assist with support.

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, recorded in a SEN Provision Plan and reviewed regularly, and refined and 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. The child will then be placed on the SEN register as SEN support.

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 made then 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.

HIGH NEEDS FUNDING & EDUCATION, HEALTH AND CARE PLAN

Referral for High Needs Funding (HNF)

If the cost of interventions and provision for a child exceeds £6,000, due to the complex nature of the child's needs, High Needs Funding may be available. The School, having sought advice from LIFT, and with parental support, can apply to the Local Authority, KCC for a contribution to the cost of the child's provision.

Referral for an Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a Progress Review and in consultation at a LIFT meeting. The Application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision on offer, action points that have been taken, and the preliminary outcomes of the targets set. A decision will be made by representatives from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Education, Health and Care Plan (EHC Plan)

- Following the Statutory Assessment, an EHC Plan will be provided by the Local Authority, Kent County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The School and the child's parents/carers will be involved in developing and producing the Plan.
- Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the School named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. This Annual Review enables the provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

PROVISION

SEN support is primarily delivered by class teachers through high quality teaching, careful scaffolding and differentiated teaching methods. 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' *SEN Code of Practice (2014, 6.37)* Additional support is provided by the SENCO, Teaching Assistants (TAs) and teachers throughout the school through the Provision Map. The Provision Map is a support timetable which is regularly reviewed and updated by the class teacher and the SENCO/Head Teacher in line with current pupil needs. As children develop, their needs change and provision is therefore flexible and carefully monitored. Support is not used as a crutch but to facilitate independence. Different techniques and approaches are used as well as tried and tested methods. Where progress is not sufficient, even if a Special Educational Need has not been identified, we put in place extra support to enable the pupil to accelerate progress.

Examples of extra support are:

Environmental Strategies - Adapting the child's physical, personal and instructional environments to support their needs.

Positive Skills - Following Guy Claxton's Building Learning Power and giving children responsibility.

Rewards Strategies - Meaningful rewards and praise linked to the child's targets, building self-esteem, praising small steps as well as big strides. Planned and consistent adult responses and strategies used when difficulties arise. (Behaviour Management Plans).

English skills - 'Hornet', 'Word Wasp', 'Toe by Toe' and booster writing, and Building Reading Power. Targeted support with learning spellings for pupils who do not get to practise them at home.

Numeracy/Dyscalculia - 'Plus 1', 'Power of 2' and Maths Clubs, games and activities promoting visual and auditory memory. Morning Maths Clubs before School and targeted support with learning multiplication times tables for pupils who do not get to practise them at home.

Social communication skills - 'Socially Talented', 'Socially Speaking', 'Time to Talk', Sensory circuits, Zones of Regulation and bespoke positive behaviour plans. Helping children build friendships through Peer Mentoring and Buddies. Use of visual cues and tactile support. Providing a quiet area if a child is feeling overwhelmed. At Ightham 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, Circle time, Social stories, 4W forms, Communicate in print, Anti-bullying projects. Oasis, Gardening, Chess and Science Clubs at lunchtime provide targeted support in non-structured time.

Dyspraxia - Multi-Skills, 'Clever Fingers', 'Beam', 'Beam + and Fizzy', easy grip balls and multi-skills intervention.

Speech and Language Programmes – Speech link, bespoke for individual pupil needs, colourful Semantics, Cambridge Language Programme, Listen, Think and Do, Think and Learn, Time to Talk, language for Learning and Black Sheep Press resources.

Dyslexia – Toe by Toe, Memory Magic, Write from the Start, Use of coloured overlays, writing slopes, tinted lined exercise books and reading windows.

Pastoral – 'Slideaway', and Fegans counselling, mentor time with a member of the Senior Leadership Team, external referral to 'Early Help'.

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, precision teaching, mentoring, small group teaching, use of ICT software learning packages.

EVALUATION OF PROVISION

We use the definitions of adequate progress as suggested in the revised *Code of Practice (2014)*, that is, progress which:

- Narrows the attainment gap between the pupil and peers.
- Prevents the attainment gap widening.
- Is on par with pupils starting from a similar baseline but less than most of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Enjoys full curricular access.
- Is satisfactory to pupils and parents/carers.
- Demonstrates an improvement in self-help or social /personal skills.
- Demonstrates an improvement in the child's behaviour.

Each review of the SEN Support Plan will be informed by the views of the pupil, parents/carers and class 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 gap between attainment and the rate of progress.
- 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.

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 to determine cognitive ability where it is not always obvious from National Curriculum Assessments. 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. The SENCO will monitor curriculum planning for SEN support and also monitor the quality and effectiveness of provision for pupils with SEN through classroom observation, pupil voice, learning walks, book looks and parental/ carer feedback.

At Ightham 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.

TRAINING

The SENCO attends regular Additional Educational Needs (AEN) updates, SENCO Fora and Local Schools Cluster Meetings to update and revise developments in the area of SEN and Inclusion. Where there is a requirement to meet a pupil's additional needs, or an issue of Inclusion, the School will set targets to meet those needs and, where appropriate, action points added to the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.

- In-house additional needs and Inclusion training is provided by the SENCO via staff meetings. All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the Head Teacher will ensure tailor-made training is provided where appropriate.
- Recent whole staff training on INSET days has focussed on SEN such as ASD, Zones of Regulation, Team Teach strategies as well as staff training on Building Reading Power, Building Learning Power, scaffolding, the well-being Toolkit and ASD in girls.

RESOURCES

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 the School can offer is on the Provision Map. In a very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs, and above that amount, the Local Authority should provide top up to the school under High Needs Funding.

All Clubs, Trips and Activities offered to pupils at Ightham 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 it to provide additional adult support to enable the safe participation of the pupil in the activity.

HOME AND SCHOOL PARTNERSHIP

Friendly, open dialogue really benefits pupil progress, ensuring home and school behave consistently towards the child and Ightham Primary School operate an 'open door' policy. All parents/ carers of pupils at the School are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. In addition, the School is happy to arrange meetings

outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them accelerate their learning 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 Class Provision Map. Parents will be informed about interventions at Parent's Evenings, meetings with teacher, SENCO or by letter.

If, following this normal provision, improvements in progress are not seen, the School will contact parents to discuss the use of internal or external assessments which will help the School to address these needs better. Depending on the results of these assessments, consultation with health professionals, parents and staff, the decision may be made to place the child on the SEN register for SEN support. These pupils will then have a Personalised Provision Map drawn up with SENCO teachers and shared with parents/ carers. 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. If children show on assessments a milder level of need, they will be monitored on the In-School Vulnerable Groups Register. Teachers also keep a class register of any additional children they are monitoring in class.

The School involve the children themselves in planning and in any decision making that affects them. 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.

COMPLAINTS

The normal arrangements for the treatment of complaints at Ightham Primary School are used for complaints about provision made for Special Educational Needs. We encourage parents/ carers to discuss their concerns with the class teacher, SENCO, Deputy Head and Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. 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/ carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the School.

THE GOVERNING BODY

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 has engaged with the following organisations:

- Free membership of LIFT for access to specialist teaching and learning service.
- 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 Educational Psychologists when the Local Authority is able to provide this service.
- Access to Local Authority's service level agreement with Speech and Language Therapy Services /Occupational Therapy Services/ Physiotherapy Services for pupils with a requirement for direct therapy or advice.

TRANSITION

At Ightham Primary School we work closely with the pre-school settings in order to seek the information that will make transition as seamless as possible. The EYFS Teacher and SENCO visit nursery settings to discuss the child and their needs. Parents also meet with the EYFS teacher on an individual basis in the term prior to admission. Children take part in a Transition Visit Programme in the term prior to joining the Reception Class. The School also contribute information to a pupil's onward destination by providing information to the next setting. We arrange individual meetings for parents and pupils with Secondary School SENCOS, to provide transition arrangements. Where necessary, the SENCOS will accompany parents on visits to Secondary Schools and Teaching Assistants will accompany pupils, when necessary, on induction visits.

CONTACTS AND LINKS TO OTHER SCHOOL POLICIES AND DOCUMENTS

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential advice, support and options around educational issues for parents/ carers who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. KPPS can be contacted on:

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

<http://www.trustweb.org.uk/kpps>

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

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 Ightham Primary School Policies:

- Behaviour Policy,
- Equalities Policy,
- Safeguarding Policy,
- Homework Policy, and,
- Complaints Policy.

MONITORING AND REVIEW

This Policy was developed in consultation with all parents/carers and representatives from the Governing Body and will be reviewed annually.