

Sellindge Primary School

Special Educational Needs & Disability Policy



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Approved by the Full Governing Body on: 21/1/26

Next Review Date: 1/1/27

This policy promotes the successful inclusion of pupils with additional educational needs. The staff and governors at Sellindge Primary School are committed to the raising of standards and the 'Every Child Matters' agenda.

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

Children and Families Act 2014

SEN Code of Practice 2014 / 2015

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 other related school policies:

- Behaviour
- Safeguarding
- Home learning
- Complaints
- Administration of Medicines
- Equality Accessibility Plan.

Copies of all policies can be found on the [school website](#).

This policy was developed with the engagement and participation of parents, representatives from the governing body, staff and the parents of children with special educational needs and 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)*

1) The kinds of special educational need for which provision is made at the school

At Sellindge Primary school we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, speech and language needs, mild hearing impairment, sight impairment, autism, Asperger's syndrome, specific learning difficulties, ADHD and behaviour difficulties and physical needs. 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.

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, in line with our Admissions Policy, do not discriminate against or disadvantage disabled children or those with special educational needs. We will provide opportunity for parents to visit the school to assess if the environment is accessible or easily adaptable for those children who may have a disability. We may need time to ensure the environment is suitable for the child to access and write a risk assessment, depending on the level of need.

2) Information about the policy for identification and assessment of pupils with SEND

At Sellindge we monitor the progress of all pupils regularly to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. phonics screening, speech link, language link, spelling, reading age, optional and statutory SATs etc. Pupil Progress meetings are held regularly throughout the year.

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 Quality First Teaching, Pre-Teaching, 1:1 Reading and Reading Comprehension, Spelling Programmes, Precision Teaching, Five Minute Maths Box, Talk Time, Lego Therapy, Talk Partners, Speech and Language Link, Frequent Flash Cards, Russian Scaffolding for Writing, Phonics intervention, Emotional Regulation, Mentoring, Nurture Group, Language Through Colour, Paired Reading and Paired Reading. These may be delivered on a 1:1 or small group basis.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of difficulty. For these pupils, and in consultation with parents, we will use a range of assessment tools, in liaison with external agencies such as the Specialist Teaching and Learning Service to determine the cause of the learning difficulty. We have access to external link advisers, in collaboration with the Local Authority, who are able to support the school when a more in depth investigation of learning needs is required, examples of these agencies are: Speech and Language Therapists, Occupational Therapists, Specialist Teaching and Learning Service and medical specialists.

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 and placed onto the Class Provision Map, and if further need arises, put into a SEN Personalised Plan that will be reviewed regularly, and refined / revised as necessary. By 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 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 educational needs and disabilities 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 SEN Personalised Plan will be informed by the views of the pupil, parents, teaching assistants 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 attainment gap between rate of progress
- Widens the attainment gap

For pupils with 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 results of this review will be reported to the local authority. For pupils on the SEN register, without an Education Health and Care Plan a provision plan or provision map may be written and reviewed at least 3 times a year.

3b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities

Every pupil in the school has their progress tracked at least 3 times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Examples of the assessments we use at Sellindge Primary school are listed in section 2. 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 targets will be reviewed and adjusted.

For the interventions that are being put in place for a child, specific targets will be set and entry and exit data collected. This will highlight what progress has been made.

3c) The school's approach to teaching pupils with special educational needs and disabilities

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 is carried out during Pupil Progress meetings. 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 Sellindge Primary school, the quality of teaching and learning was judged to be 'Good' in our last Ofsted inspection.

We adhere to 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, these may include one to one teaching, precision teaching, small group teaching, use of ICT software learning packages and use of specific resources. These may be delivered by staff employed through the funding provided to the school as 'notional SEN funding'. High Needs Funding can also be applied for individual pupils where the support provided exceeds the cost of their proportion of the 'notional SEN funding'.

3d) How the school adapts the curriculum and learning environment for pupils with special educational needs and disabilities

At Sellindge, 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 school based assessments, input and assessments from outside agencies 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 Governors have approved our Equality Policy and Accessibility Plan which are reviewed regularly.

3e) Additional support for learning that is available to pupils with special educational needs and disabilities

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 available in school. In very few cases, a very high level of support is required. The funding arrangements require schools to provide over £6,000 per year of resource/support for pupils with high needs, and above that amount, the Local Authority Community of Schools model can be used to request top-up funding to the school. This top-up funding, High Needs Funding, is applied for each year.

3f) How the school enables pupils with special educational needs and disabilities 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 Sellindge 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. Where needed, a risk assessment will be carried out in order to ensure that a specific child can take part in the activity safely.

3g) Support that is available for improving the emotional and social development of pupils with special educational needs and disabilities

At Sellindge 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 etc. and indirectly with the conversations adults have with pupils throughout the day.

For some pupils with a high level of need for help in this area, we also can provide the following: time-out space for the pupil to use when upset or agitated, 1:1 time with a member of staff such as the SENCo or a Teaching Assistant, Group or 1:1 work with a trained member of staff for Emotional Regulation intervention, in school nurture support or referral to the Nurture Group, external referral to Specialist Teaching and Learning Service, and referral to the School Nursing Service.

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. This could be through a specific intervention such as Lego Therapy groups or a classroom strategy.

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

The SENCO at Sellindge Primary school is Mr Matt Griffin, who is a qualified teacher and experienced in meeting the needs of pupils with SEN. Mr Griffin is available every day and can be contacted on 01303-812073 or mgriffin@sellindge-ashford.kent.sch.uk

5) Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and how specialist expertise will be secured

Training is regularly updated for all teachers and teaching assistants in the following areas Child Protection, E-safety and fire prevention training. A large number are also trained in First Aid and Autism Awareness Training, Good Autism Practice, Dyslexia Awareness, Hearing impairment, Speech and language support, Phonics and Language Through Colour. The teaching assistants have undertaken training in supporting maths and English lessons.

In addition to this we have staff who are trained in key areas and are used to support pupils who have needs in these areas. Where a child has a specific area that may need additional support we match the pupil to the highest quality intervention and support.

Areas that individual staff are trained in include:

Speech and Language support, Managing behaviour in the playground, supporting language impaired learners, Thinking Skills, Language for Learning, Speech Link and Language Link training, Language Development, Bereavement support for children, Fizzy Hands and Clever Hands motor skills development, Precision Teaching, Sensory Circuits, Behaviour Management, Risk and Resilience, Behaviour for Learning, Hearing Impairment support, Lego Therapy, Circle of Friends, Sensory Circuits, Language Through Colour, Emotional Resilience, Selective Mutism, The Principles of Nurture and Moving and Handling training.

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 The Beacon School and STLS, Speech and language therapist, occupational therapists and physiotherapist. The cost of training is covered by the notional SEN funding but funding is limited.

6) Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will use our best endeavours to 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 and disabilities about, and involving them in, their education

All parents of pupils at Sellindge are invited to discuss the progress of their children on a number of occasions throughout the 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 help them catch-up if the monitoring of the children's progress 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 and then shared with parents at least three times per year.

If improvements in progress are not evident having provided quality first teaching and catch-up interventions, we will contact parents to discuss the use of further assessments in order to help us to identify these needs better. These assessments will initially be carried out in school but referral to external agencies maybe required to gain a better understanding of the barriers to learning. If these assessments highlight a learning issue, the pupil will be identified as having special educational needs because special educational provision will need to be made that is above and beyond that of their peers and the parent will be invited to review this provision throughout the year. Parents will be actively supported to contribute to assessment, planning and review. These interventions will be recorded on a provision map and targets reviewed regularly.

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. The provision plan will be reviewed at least 3 times a year and we expect the parents and pupils to contribute to this.

8) The arrangements for consulting young people with special educational needs and disabilities 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 may 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. The way we gather and share the child's views will vary according to the needs of the child.

9) The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school

The normal arrangements for the treatment of complaints at Sellindge are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, our SENCO or 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 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 bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of SENIA and Community of Schools 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 pupil with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Expertise in neighbouring schools and Children's Centres.

- Referral to Early Help Team for individual families.

11) The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents 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. They can be contacted on:

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

Email: 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 and disabilities in transferring between phases of education or in preparing for adulthood and independent living

At Sellindge 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. Most of our Reception children attend the on-site Little Learners Pre-School and frequent visits are made in the term before children start at Sellindge. Visits to other Pre-Schools are also made. There is an extensive Induction Programme for children joining the school in Reception. We ensure that support is fully in place for any child with SEN by arranging meetings with the Secondary school's SENCO and parents and by passing on all relevant information and arranging transition visits for the child concerned. The number of visits will depend on the needs of the individual child. We also have a transition plan for children to move between classes so that they can get accustomed to rooms and the new teachers.

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.