



# Wrotham Road Primary School



## SEN & Disability Policy/SEN Information Report

January 2017

**This policy is written in accordance 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, Equal Opportunities Policy, CP and Safeguarding Policy, Equality information and objectives policy, Teaching and Learning policy, E-Safety Policy, Homework Policy, Spelling and Marking policies.

This policy was developed with consultation of the staff, governors and parents of Wrotham Road Primary School 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. What are the kinds of special educational need, for which provision is made at the school?**

At Wrotham Road 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, dyspraxia, speech and language needs, Autism, learning difficulties, physical difficulties, behaviour difficulties, or any other difficulties that may develop or be introduced to the school by way of new admissions. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Autism and Cerebral Palsy. 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. What is the policy for identification and assessment of pupils with SEN?**

At Wrotham Road 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 all the pupils at various points e.g. Y1 phonics screening, speech link across year R, language link, Read Write Inc., Numicon, current SAT’s testing in years 2 and 6, Lucid Rapid assessments as required, screening for visual stress, Boxall Profile, internally and externally moderated writing, maths and science assessments.

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: targeted 1:1 or small group learning support including, but not exclusively ICT learning platforms such as RM maths or targeted schemes of learning including, but not exclusively Toe by Toe or Springboard Maths.

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 Wrotham Road Primary School, we are experienced in using the following assessment tools: Speech Link, Language Link, Lucid Rapid, Read Write Inc., Numicon, Boxall Profiling accredited assessment schemes, for example QCA and SATs as well as regular moderated reading, writing, maths and science testing. In addition, we have access to external advisors who are able to use the following assessment tools amongst others: British Picture and Vocabulary Scales, Speech and Language assessments including A Chance to Talk, Conners Scale, Community Paediatric assessments, Children and Adolescent Mental Health Service (CAMHS) assessments.

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 an 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 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. What are the school's policies for making provision for pupils with special educational needs, whether or not they have EHC Plans, including:**

#### **3a. How does the school evaluate the effectiveness of its provision for such pupils?**

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 between 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.

In addition to this, a child with SEN may need additional support but may not meet the criteria for an Education and Health Care Plan. In this instance, the school, in consultation with parents, may apply for High Needs Funding to maintain the level of provision needed to enable the child to make progress.

### **3b. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?**

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Wrotham Road Primary School are listed previously 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 support plan will be reviewed and adjusted.

### **3c. What is the school's approach to teaching pupils with special educational needs?**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)

In Wrotham Road Primary School, the quality of teaching was judged to be "Good" in our last Ofsted inspection (July 2016).

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

[http://www.kelsi.org.uk/pupil\\_support\\_and\\_wellbeing/targeted\\_support/inclusion/inclusion\\_and\\_achievement/publications\\_and\\_documents.aspx](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 / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

**3d. How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

At Wrotham Road 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 a list of the improvements that have been made to appropriateness of our curriculum and learning environment under review, the Governors and management have recently made the following improvements as part of the school's accessibility planning: building – doors are wheelchair accessible, sloping entrances have been introduced with handrails, a disabled access lift is in situ, disabled access toilets are available to staff and pupils, secure access to the school is in place. Curriculum – the new curriculum has been implemented and is adapted and differentiated to meet the needs of groups and individuals. Training of staff - to support specific medical conditions, including type 1 diabetes, cerebral palsy, anaphylaxis, paediatric first aid, general first aid and specific training around the successful implementation of the new curriculum and will continue to work alongside outside agencies to ensure that the building, curriculum and staff training are maintained and developed in recognition of the needs of our pupils.

**3e. What additional support for learning 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 class/ year group 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 via applications for High Needs Funding.

**3f. How does the school enable pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs?**

All clubs, trips and activities offered to pupils at Wrotham Road 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

### **3g. What support is available for improving the emotional and social development of pupils with special educational needs?**

At Wrotham Road 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 through PSHE, small group sessions, 1:1 teaching and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also can provide the following: access to counsellors, learning mentor sessions, time with member of senior leadership team, external referral to CAHMs and other external agencies, time-out space for pupil to use when upset or agitated, play therapy, Lego and other identified therapies and support from our Family Liaison Officer (FLO) etc.

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. What is the name and contact details of the SEN Co-ordinator?**

The SENCO at Wrotham Road Primary School is Emma Balderson, who is a qualified teacher and has undertaken the National Award for SEN Co-ordination and also holds the following qualifications BSc (hons), P.G.C.E., additional educational qualifications including Stage 1 in British Sign Language, Young Epilepsy Training, Team Teach positive handling, First Aid at Work including specific training around type 1 diabetes, Epi-Pen training, Child Protection and Safeguarding.

Emma Balderson is available on 01474 534540.

### **5. What information do families need to know 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: B.Ed., P.G.C.E., or Teaching Assistant qualifications all of which include specific elements of SEN upskilling, first aid including, but not exclusively: paediatric and epi-pen, specific type 1 diabetes training.

In addition members of our staff have received and are committed to continued professional development in the following enhanced and specialist training: Whistle-stop SEN, Autism Awareness, Speech, Language and Communication, Social Stories, Makaton, Writing with Symbols, Building Resilience and Self Esteem, Lego Therapy, Dyslexia Awareness, Differentiation in the Mainstream classroom for Pupils with SEN, Transition for vulnerable Children. Wrotham Road Primary School is dedicated to ensuring that training for all staff will continue as part of our on-going rolling programme as opportunities arise.

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, Ifield School, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

#### **6. How will equipment and facilities to support children and young people with special educational needs 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, High Needs 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. What are the arrangements for consulting parents of children with special educational needs about, and involving them in, their education?**

All parents of pupils at Wrotham Road Primary School are invited to discuss the progress of their children on 2 occasions a year and receive a written report 3 times per 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 progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

**8. What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

**9. What are 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 Wrotham Road Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teacher, SENCO or Head Teacher 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 and 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 does the governing body involve 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
- A Service Level Agreement with Educational Psychology service for 4 days per year
- 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
- Membership of professional networks for SENCO e.g. SENCO forum, NASEN etc

**11. What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?**

Kent Parent Partnership Service (KPPS) 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

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** kentparentpartnershipservice@kent.gov.uk

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

**12. What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?**

At Wrotham Road 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. The school strives to ensure that meetings with families and professionals take place, wherever possible, prior to admission. At annual transition points, when children move from one year group to the next, meetings between current and new classroom adults take place to maintain provision, care and support. We also contribute information to a pupil's onward destination by providing information to the next setting, whether that be when children reach year 6 or are moving to another primary school. Additional transition visits to their new secondary school are arranged and facilitated alongside, often, multiple professional meetings to guarantee continuity of provision, care and support. During all these opportunities, mentoring and counselling is provided to our vulnerable pupils.

**13. Where can families find 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/about-the-local-offer> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on            Jan 2017

Next review on                    January 2019