

# Wrotham Road Primary School



## Special Educational Needs & Disability (SEND) Policy/SEN Information Report

September 2019



## SEND Policy

### Wrotham Road Primary School SEND Policy

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## 1. Vision

**100% of our children will be personally and academically ready for the next stage of their educational career by:**

### Key Aspirations

This vision is enshrined in key aspirations:

- An absolute focus on raising the educational and personal standards for all;
- For Wrotham Road Primary School to be a model of excellence within The Pathway Academy Trust and have an impact beyond their own site for the good of the children across the area;
- Partnering for Performance to develop a collaborative, supportive and nurturing environment for all stakeholders;
- Raising Attitude & Aptitude to ensure we are consistently good or better;
- **WELLBEING** is paramount for ALL and children learn in a safe, fair and fun environment which leads to life-long, independent learning.

**We are aiming to promote educational and personal standards. The promotion of our personal standards are strengthened through our Core Values:**

**Confidence, Creativity, Enjoyment, Independence,  
Individuality.**

## 2. Aims

This SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 3. Legislation and guidance

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

Children and Families Act 2014

SEN Code of Practice 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 the following school policies: Accessibility Plan, AMA Policy, Behaviour/Discipline Policy, EAL Policy and Transition Policy.

This policy was developed based on the views and feedback from parents/carers of children with special educational needs, representatives from the governing body and teaching staff and will be reviewed annually.

## 4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. *SEN Code of Practice (2015, p 15)*

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 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

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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 (2015, p16)*

### 4.1 The kinds of SEND that are provided for

At Wrotham Road Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Moderate/severe/profound and multiple learning difficulties

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: Speech, Language or Communication Need, autistic spectrum disorder, and ADHD. 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 a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## 5. Identifying pupils with SEN and assessing their needs

At Wrotham Road Primary School we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Progress and attainment is monitored formally six times a year in pupil progress meetings with the senior leadership team.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We also have a range of additional assessment tools which may be used to

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further investigate whether support in a specific area is needed, e.g. Language Link, Neurodiversity Profile, phonics assessment, reading and maths ages, Dyslexia screening and visual stress screening. etc. A full list of assessments can be found on our school website in the SEN area.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using 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.

At Wrotham Road Primary School we have a dual-register system. This means alongside the SEN Support register there is also a lower tier – known as Additional Education Needs (AEN). This allows us to more closely monitor children do not require high levels of additional support, but require some additional provision, who would not normally be categorised at SEN Support. 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.

## 6. Effective provision and support

### 6.1 Evaluating the effectiveness of SEN provision

Each review of the SEN support plan will be informed by the views of the pupil, parents and teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 6.17) describes inadequate progress as:

- 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.

### 6.2 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, language stage, etc. A full list of assessments used at Wrotham Road Primary School can be found in

the SEN area on the school website. 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.

### **6.3 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 (2015, 6.37)*

Wrotham Road Primary School has recently converted to an academy and is awaiting its first Ofsted inspection grade. Prior to this the quality of teaching had been judged to be 'Good' and the school has worked hard to address identified areas for development.

We follow the Mainstream Core Standards [see <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/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 / 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'.

### **6.4 Adapting 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 statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors and SLT have recently made the following improvements as part of the school's accessibility planning: progressive curriculum focused on critical content and sequencing; adaptations to behaviour policy to make to more inclusive, TA training on focus teaching and supporting learning to ensure key skills have been taught to vulnerable groups. The following aspects to the school to be further developed are: continued development of the curriculum intent and implementation.

### **6.5 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 school website in the SEN area. 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. At Wrotham Road Primary School we use Provision Maps and Personalised Learning Plans to track spending on provision in order to make an application for Higher Needs Funding (HNF) in consultation with parents and carers.

### **6.6 Enabling 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.

Club participation is monitored to ensure pupils with educational needs have a chance to participate fully in the life of the school, and this year we have pledged not to remove pupils from PE and Sport to take part in additional interventions to ensure all pupils have an equal chance to participate in physical activities.

### **6.7 Support that 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 e.g. PSHE, SMSC, PE and Sport 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 mentor time with member of staff, wellbeing interventions, time with the school dog, calm-down/ time-out space for pupil or external referral to LIFT/CYPMHS.

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.

## **7. Roles and responsibilities**

### **7.1 The SENCO**

The SENCO is Mrs Emma Dodd (Assistant Headteacher for Inclusion), who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications: BSc Psychology, Stage 1 British Sign Language and has completed the ASD Champion Programme.

Mrs Emma Dodd is available at [office@wrotham-road.kent.sch.uk](mailto:office@wrotham-road.kent.sch.uk) or by telephoning the school office on 01474 534540.

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

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- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### 7.2 The SEN Governor

The SEN governor is Mr John Webster.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 7.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 7.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy



## **8. Expertise and training**

### **8.1 Staff Training**

All teachers and teaching assistants have had the following awareness training: SEN need type awareness, Quality First Teaching (QFT) and Mainstream Core standards, ProvisionMap, SEN Updates.

In addition to this there are also some teachers/TA that have received the following enhanced and specialist training: Autism Champions, Lego Therapy, Maketon Foundation, Speech and Language in the Mainstream Classroom, Emotional First Aid, Child Development, Autism Awareness.

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, Local Inclusion Forum Team (LIFT), Ifield Smile, Kent Educational Psychology Services, Early Help, Counselling, London Speech Therapy, NHS Speech and Language Therapy, occupational therapists, physio therapist. The cost of training is covered by the notional SEN funding.

### **8.2 Equipment and facilities to support children with special educational needs**

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.

## **9. How the school involves children with special educational needs and their parents**

### **9.1 Arrangements to consult parents**

All parents of pupils at Wrotham Road Primary School are invited to discuss the progress of their children twice a year at parents' consultation and receive a written report three 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 three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made. When a child is included on the school's SEN register, an initial meeting is held with the parents and the SENCo to decide on the SEN Outcomes and the provision and support needed in order to help children reach these outcomes by the end of year 6. From this point on, parents will be actively supported to contribute to assessment, planning and review for their child's support.

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.

### **9.2 Arrangements to consult with children and young people**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, where appropriate, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Children's views will also be included when reviewing and planning changes to provision. Wrotham Road Primary School understands that 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.

## **10. How the school and governing body will deal with complaints regarding the special educational needs provision**

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 the class teacher, SENCo, Phase Leader 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 a Statement of SEN 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.

## **11. How the school and governing body involve other professionals, including health and social care, local authority support and voluntary organisations to support children and families.**

The school and 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 6 days per year to be shared across the Pathway Academy Trust.
- London Speech Therapy
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.

- Membership of professional networks for SENCO: SENCO forum, NASEN.
- Access to local authority's service level agreement with Early Help Preventative Services

## 12. Contact details of support services for parents of pupils with SEND

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  
**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Office:** 03000 412412  
[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

## 13. Support for transition

At Wrotham Road Primary School, we understand that change can be particularly difficult for children with SEND. At every stage of transition we will offer the following support:

- Share information with the next teacher, school or other setting. We will agree with parents and pupils which information will be shared as part of this.
- Offer/arrange additional visits to the next class or school as a chance to ask questions and meet key staff
- Creation of 'Pupil Passports' where necessary to share pupil views on concerns & strategies for support
- Creation of social story booklets where necessary

Transition between year groups within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. Parents of pupils with SEND are invited to an additional meeting with the SENCO and their new class teacher.

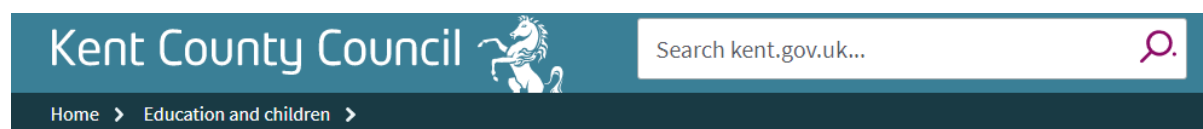
The SENCo attends the Pre-school to Primary Transition Day, again hosted by Gravesham STLA at Ifield Smile, enabling information from the previous setting to be shared in preparation for children starting at our school. We continue to create and maintain positive relationships with our local nurseries, pre-schools and STLS who are involved in the support of our new pupils.

We also contribute information to a pupils' onward destination by providing information to the next setting. Wrotham Road Primary School takes part in the secondary transition event, hosted by Gravesham STLS at Ifield Smile, to share information with secondary SENCOs prior to transition. We have partnerships with many of the secondary schools who run some additional visits specially tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

The SENCO facilitates these additional visits, and can accompany parents /pupils if required. We use social stories, pupil passports and adult mentoring to support vulnerable pupils in the secondary transition process.

### 14. Local offer

The local authority's local offer is published on: <https://www.kent.gov.uk/education-and-children/special-educational-needs>



## Special educational needs and disability (SEND local offer)

### [School information for SEND](#)

Includes [find a special school or unit](#)  
[school transport](#) [schools database](#) [how to choose and apply](#) [Kent Test](#)

### [What happens if you think your child has SEND](#)

Who to speak to first if you think your child has special educational needs and what will happen next.

### [Education, health and care plans \(EHCPs\)](#)

EHC plans (previously called statements) look at all your child's needs.

### [Contact SEND teams and support services](#)

Contact numbers for our SEND teams and SEND support groups.

### [Children under 5 with SEND](#)

Support for young children who have special educational needs and disabilities. Find childcare and pre-schools.

### [Find local SEND services](#)

[Activities and events](#) [advice and support](#) [health and wellbeing](#) [respite care and short breaks](#) .

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