

# ***Frittenden Church of England Primary School***

## **SEN&D Policy/Information Booklet**



### **Learning for Life in the Light of God**

<b>Policy control</b>	
Responsible Person:	Amy Wichall
Responsible Governor Team:	Full Governing Body
Approved by Governors:	July 21
Date due for review:	July 22

**Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:**

#### **Our Vision**

To engage every child in an exciting and meaningful educational experience, in an inclusive caring Christian Community.

#### **Our School Values**

Frittenden Church of England Primary School Values

**Compassion • Wisdom • Hope • Trust • Forgiveness • Thankfulness**

All our stakeholders are encouraged to reflect upon their learning and actions.

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

- ✓ Behaviour Management Policy
- ✓ Single Equalities Scheme
- ✓ Safeguarding Policy
- ✓ Complaints Procedure
- ✓ Home Learning Policy
- ✓ Medical Policy
- ✓ Accessibility Policy
- ✓ Marking for Improvement Policy

This policy will be developed with teachers, non-teaching staff, governors, parents and carers across the whole school. The draft will be revised and presented to the Governing Body for review, before the final draft is completed and published on the website. The SEN&D Policy/ Information Report 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 (2015, p 16)*

## **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 (2015, p16)*

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

At Frittenden 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, Auditory Processing Disorder, Autism, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with Communication and Interaction needs. 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 Information about the policy for identification and assessment of pupils with SEN

At Frittenden 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 including EYFS Profile, Y1 phonics screening, speech and language link, Reading and Spelling Ages, CATs (Cognitive Ability Tests) and teacher assessment across the school. We also have access to other assessments which are used with children with specific needs.

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:

- Reading: Toe by Toe, 1:1 daily readers, Building Reading Stamina, Dancing Bears, Nessy
- Writing: Funky Phonics, Super Spelling, Touch Typing, English Booster
- Fine motor: Write from the start, Clever Fingers, Handwriting Heroes
- Maths: Success@arithmetic, Talk4Number, Numbers Count, Plus1, Plus2

- Emotional and Social well-being: Counselling, Lego Play, Social Communication, Unconditional Time, Well-Being Toolkit
- Memory: Auditory and visual programmes
- Sensory: Sensory Circuits

Full lists of our interventions that we are currently using are listed on the SEND section of our website, along with a summary of what they are.

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 assessment tools to determine the cause of the learning difficulty. At Frittenden Primary School we are experienced in using the following assessment tools: Speech and Language Link, Phonological Assessment Battery (PhAB2), Dyslexia Portfolio, Test of Auditory Processing Skills (TAPS), The Well-Being Toolkit, Sandwell Assessments and Reading and Spelling age standardisation tests. We also have access to external advisors who are able to use a range of assessment tools through the Local Inclusion Forum Team (LIFT) process and include the Specialist Teaching Service and Educational Psychologists.

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

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

Each review of the Provision 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 (2015, 6.17, p95)* 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 a statement of 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.

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

Every pupil in the school has their progress tracked at least three 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 Frittenden 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 support plan will be reviewed and adjusted. See Appendix 1- SEN Pathway.

*3c the school's approach to teaching pupils with special educational needs*

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37, p99)*

In Frittenden Primary School the quality of teaching was judged to be 'good' at our last Ofsted inspection.

We follow the Mainstream Core Standards, advice developed by Kent County Council to ensure that our teaching conforms to best practice. Please see the following web link to copy:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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 etc. These can be delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

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

At Frittenden 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 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 made the following improvements as part of the school's accessibility planning:

- ✓ Disabled toilet
- ✓ Disabled access to the playground via double doors from the new build
- ✓ A lift for access to the library and computing suite
- ✓ Push button access to some doors
- ✓ Wide doors and corridors
- ✓ Most of the building is carpeted and when planning for future building work access for pupils with disabilities is always considered.

Please also see Accessibility Policy.

*3e additional support for learning that is available to pupils with special educational needs*

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support

required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our Provision Map which can be found on our website.

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 through an application to High Needs Funding (HNF).

*3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs*

All clubs, trips and activities offered to pupils at Frittenden 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 support that is available for improving the emotional and social development of pupils with special educational needs*

At Frittenden 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, SEAL games and resource, Lego Play 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 counsellor, mentor time with member of senior leadership team, external referral to CAMHs, art therapy, play therapy, time-out space for pupil to use when upset or agitated.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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

The SENCO at Frittenden Primary School is Amy Wichall, who is a qualified teacher and has also successfully completed the National Award for SEN Co-ordination. She also keeps up to date with training courses relevant to the position. Whilst Mrs. Wichall is on maternity leave Mrs. Marie Donoghue will be overseeing SEN provision at Frittenden. She can be contacted through the same channels as usual.

Amy Wichall is available on 01580 852250 or [senco@frittenden.kent.sch.uk](mailto:senco@frittenden.kent.sch.uk)

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

The following courses have been attended by some, if not all of the teaching and support staff:

- Auditory Processing Disorder
- Social Stories
- Sensory Circuits
- Sensory Processing Disorder
- Well- Being and mental health Training
- Can't Write, Won't Write
- Grief and Loss
- Emotional Literacy
- ASD Awareness
- Dyslexia Awareness
- Lego Therapy
- Maths Interventions for Key Stage 1 and 2
- Epipen Awareness.
- Safeguarding
- Makaton
- ADHD awareness
- Mental Health 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, Broomhill Bank Special School, Oakley Special School, Occupational Therapists, Educational Psychologists, Speech and Language therapists, Physiotherapists and Dyslexia specialists, VSK (Virtual Schools Kent) etc. The cost of training is covered by the notional SEN funding. The school also works closely with other local schools to share expertise and training.

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

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.



*7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education*

All parents of pupils at Frittenden Primary School are invited to discuss the progress of their children twice a year and will also 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 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 twice a year as well as a class overview of the Provision Map on each class area of the website.

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. See Appendix 1- SEN Pathway. 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. Only children receiving significant and ongoing support to maintain progress will be listed on our SEN support register.

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 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 it 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 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 Frittenden Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns, in the first instance, with the class teacher, 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 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.

*10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils*

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- 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 following a period of support sessions in school
- Counselling Service
- Membership of professional networks for SENCO eg SENCO forum and subscription to NASEN.

*11 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 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Frittenden 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. We have good links with Nursery schools in our area and children visit the school site on several occasions. In addition, our Year R teachers complete home visits within the first few weeks of the school year.

In terms of in-school transitions from year to year, class teachers complete transition meetings in Term 6, where current and new class teachers meet to share progress data and discuss provision maps. The class profiles are also discussed to prepare new class teachers to support vulnerable children in their class. All pupils have the opportunity to meet their new class teacher and visit their new classroom. Extra visits will be arranged for children who need more support managing change and a social story book may be created with pictures of the child's new classroom and teacher.

If it is a mid-year transfer then the pupil will be shown around the school with their parents /carers and they will be introduced to their new teacher. A member of the class will be identified as a 'friend' for the new pupil to help with the move. Information is sought from the previous school as soon as possible and if necessary the SENCO will speak to the previous school. We also contribute information to a pupils' onward destination by providing information to the next setting.

Finally, transition to secondary settings is supported through completion of transition forms by the Year 6 teacher. In addition, secondary school staff will visit the children here in school to prepare for transition to KS3. In some cases, additional visits are organised to support more vulnerable children and the SENCO's from both settings will meet to assist families with this process. One page profiles will be handed on to KS3 settings to support vulnerable students and their 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/about-the-local-offer#> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Appendix 1- SEN Pathway

**The SEN Pathway**

