

SALMESTONE PRIMARY SCHOOL

Special Educational Needs (SEN) Policy



Mrs. Cooper
January 2016

Review every year

Special Educational Needs Policy

Salmestone Primary School Special Educational Needs Policy

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

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Equalities Policy
- Complaints Policy
- Behaviour Policy
- Equalities policy
- Safeguarding Policy

This policy was developed with parents/carers, representatives from the governing body, teachers and parents including those with children who have 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)*

Special Educational Needs Policy

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

At Salmestone Primary 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, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties visual impairment, hearing impairment. 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 a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Learning Difficulties, Speech and Language Difficulties, 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 Salmestone Primary 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 On entry to school and when pupils change key stages: speech link, language link, Y1 phonics screening.

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: Read Write Inc 1 to 1, Accelread/Accelwrite, TRUGS, Fizzy, Clever Hands, Clever Fingers, Rapid Maths, Maths and literacy, Precision Teaching.

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 Salmestone we are experienced in using the following assessment tools Lucid Cops, Lucid LASS, Lucid Rapid, Lucid Cognitive, Lucid Ability, Language Link Assessments. We also have access to external advisors and specialists who use these and other assessment tools to enable us to identify how best to support a child.

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. 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 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.

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 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 Salmestone 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.

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 (2014, 6.37)*

At Salmestone Primary School we are working closely with the Academy Trust to ensure that the quality of teaching is consistently good or better.

Special Educational Needs Policy

We follow the Mainstream Core Standards <https://shareweb.kent.gov.uk/...> 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. one to one tutoring / precision teaching, 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 the school adapts the curriculum and learning environment for pupils with special educational needs

At Salmestone 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.

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 is monitored closely for its effectiveness. 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 (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015)

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 Salmestone 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 Salmestone 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 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 e.g. access to counsellor, play therapist, mentor time, therapeutic interventions, external referral to CAHMs, time out space or period for pupils to use when upset or agitated etc

Special Educational Needs Policy

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.

3h Children with SEN and the Behaviour and Discipline Policy

*Children who are in the SEN Register will have reasonable adjustments made to the Behaviour and Discipline Policy, taking into account their SEN needs. This provision will be planned by the Inclusions Team and SENCO, in discussion with the child and parents and will take into account the advice of specialist outside agencies. Reasonable adjustments may include tailored Learning Support Plans, internal exclusions, time out, sensory circuits, snacks and other additional provisions that increase the child's success in complying with the Behaviour and Discipline Policy. Children with a Provision Plan in place have provision reviewed at least three times a year to reflect their changing needs. Children who need reasonable adjustments will have their Provision Plan updated more frequently.

3i Children with High Needs Funding

*Children on the SEN Register at SEN Support who require tailored provision exceeding the cost of £6000 per annum may be eligible for High Needs Funding. Parents will be fully consulted about the provision that their children receive and it will be reviewed at least three times a year using a Personalised Provision Plan, in line with KCC guidance.

*High Needs Funding is not a reimbursement of actual costs but an additional resource to support a school in meeting the pupils' high level of special educational needs. Funding will only be approved for one year and a renewal will need to demonstrate how effective the school has used previously agreed resources as well as the rationale for continued support.

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

The Inclusion Manager at Salmestone is Helen Cooper, who is a qualified teacher and has the National Award for SEN Co-ordination. Julia Duncan is the SENCO, who is also a qualified teacher and is working towards the National Award for SEN Co-ordination.

Helen Cooper is available on 01843 220949 or helen.cooper@salmestone-tkat.org

Julia Duncan is available on 01843 220949 or julia.duncan@salmestone-tkat.org

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

Teachers and teaching assistants have had the following awareness training

Behaviour Management

Precision Teaching

Language for Learning

ASD

Active Listening

Social Stories

Attachment Disorder

Makaton

Better Reading Partnership

Special Educational Needs Policy

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, St Anthony's, Laleham Gap, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

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 Salmestone are invited to discuss the progress of their children on 3 times a year and receive a written report on alternative terms which includes the end of year progress report. 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 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 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 Salmestone are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, phase leader, SENCO, Inclusion Manager or

Special Educational Needs Policy

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 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 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
- Collaborative working with The Enterprise Learning Alliance
- A Service Level Agreement with Educational Psychology service for 5 days per year
- Project Salus Interventions, half a day a week
- Fegans counselling service for half a day a week
- Place2Be counselling service for three days a week (due to start Easter 2016)

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

Minicom: 0300 333 6484

<http://www.kenttrustweb.org.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 Salmestone 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. Attend the local transition meeting between feeder nurseries to share information. In addition meet with the SENCO of any nursery where there is additional information to share.

Special Educational Needs Policy

We also contribute information to a pupils' onward destination by providing information to the next setting by attending the transition meeting. Taking the children to taster days and following up with the school in the first term at their new school.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.kent.gov.uk/education-and-children/special.../about-the-local-offer and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Special Educational Needs Policy

Written: September 2014
Reviewed: January 2016

Adopted by Governors:

Signed: *signed copy kept in the main school office* Chair of Governors

Date: 23.03.16

*paragraphs with a star beside them have been added since the policy has been approved by the Governing body, these will be highlighted at the next review.