

EASTCHURCH CHURCH OF ENGLAND PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

COMPLIANCE

Written September 2017

To be reviewed September 2018

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
(see <http://www.kent.gov.uk/education-and-children/special-educational-needs>)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework documents September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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

- Additional Educational Needs Policy
- Behaviour/Discipline
- Equalities Policy
- Safeguarding Policy
- Homework Policy
- Complaints Policy

The policy was co-produced by the SENCO with the SEND Governor in liaison with the SLT, all staff, parents and parents of pupils with SEND.

Definition of SEN

The SEND Code of Practice (2014:4) suggests that a child of compulsory school age can be considered to have 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.

Definition of Disability

The SEND Code of Practice (2014:5) gives a definition of disability as many children 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”.

SECTION 1

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

At Eastchurch CEP school we will make provision for every kind of frequently occurring special educational need for all children without an Education, Health and Care Plan. For example, speech and language needs, specific learning difficulties including dyslexia and dyspraxia, autism spectrum difficulties, attention deficit and hyperactivity difficulties, physical disabilities including hearing and visual 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 other needs can be met.

The school will also seek to meet the needs of pupils with an Education, Health and Care plan. This may include Severe Learning Difficulties associated with Global Developmental Delay, Speech and Language Difficulties and Complex Needs associated with Attention Deficit and Hyperactivity, and Autistic Spectrum social communication 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.

SECTION 2

Information about the policy for identification and assessment of pupils with SEN

At Eastchurch CEP School, the academic progress of all children is monitored six times a year, a range of assessments are used and may include Speechlink and Languagelink, Y1 phonics screening, reading age assessments, dyslexia screening, screening for gross or fine motor skills and Boxall profiling for behaviour.

Where progress is not sufficient, even where a special education need has not been identified, we can put in place intervention to enable the pupil to catch up. This may include an alternative phonics programmes such as Sounds-write, Better Reading Partnerships, additional writing, reading comprehension, support to consolidate basic number skills, Clever Fingers, Fizzy and Beam.

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 Eastchurch CEP School, we are experienced in using the following assessment tools: Speechlink, Languagelink, British Picture Vocabulary Screening, Suffolk Reading Test, Dyslexia Screening, Clever Fingers and Fizzy assessments, Boxall Profile and Language for Learning Classroom Observation. Additionally, we have access to external advisors such as the Speech and Language Therapy Service, Occupational Therapy,

Specialist Teaching and Learning Service and outreach support from Meadowfield School who are able to provide additional support and assessment.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, and recorded on a personal provision map. Class provision maps are reviewed regularly and refined or revised as 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 always aim to 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.

SECTION 3

Information about the school's policies for making provision for pupils with special educational needs whether or not they have an Education Health and Care Plan, including

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

Each annual review of the SEN Support Plan will be informed by the views of the pupil, parents and class teacher 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.

b. 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 as part of the pupil progress review process. Meetings are held between Heads of School and class teachers and progress is discussed, from these meetings provision maps are written. The SENCO will attend pupil progress reviews. The SENCO evaluates the effectiveness of interventions on provision maps each term and reports to Heads of School and SEN Governor.

In addition, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Eastchurch CEP School are listed in Section 2. Using these assessments 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 personal provision map (SEN support plan) will be reviewed and adjusted.

c. 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. Eastchurch CEP School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. The SEN Code of Practice (2014 6.37) advising that reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

At Eastchurch CEP School, we follow the Mainstream Core Standards advice developed by Kent County Council to ensure that the school's teaching conforms to best practice. The standards can be found at http://www.kelsi.org.uk/_data/assets/word_doc/0009/30060/Mainstream-Core-standards-for-all-learners-for-KELSI-1.doc In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments these may include 1:1 support from a Speech and Language assistant, one to one tutoring, intervention provided by qualified teachers and teaching assistants, precision teaching, mentoring, small group teaching and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

d. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Eastchurch CEP 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.

e. Additional support for learning that is available to pupils with special educational needs

As part of the school 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 listed on their personal provision map. 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 High Needs Funding applications (information available at <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools>).

f. 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 Eastchurch CEP 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.

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

At Eastchurch CEP 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 Spiritual Reflection, PSHE, Circle Time, SEAL and indirectly with every conversation that adults have with pupils throughout the day. For some pupils with the most need for help in this area, we have our own provision. This takes place in a separate classroom which we call 'The Nest'. There are Nest facilities at both sites. Children can go to the Nest if they are experiencing difficulties as a 'safe place' to go. At the Nest they can talk through their problems with the assistants who work there. Children may also go to the Nest at set times to carry out individual or group work with an adult to help with their behavioural, emotional or social needs. The Nest operates a very successful lunch club for a small number of vulnerable children. The children eat together and are able to interact socially in a small group. In addition, transition activities for vulnerable children are provided by the Nest staff in collaboration with class teachers, SENCO and staff from other settings. Sometimes pupils require more intensive support and this may be commissioned through Kent Integrated Family Support Services (formerly the Common Assessment Framework). 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.

SECTION 4


The Additional Educational Needs Co-ordinator at both All Saints and St Clement is


Mrs Kim Thomas

Alternatively, you can make an appointment to meet Mrs Thomas at either site:

All Saints
Warden Road
Eastchurch
ME12 4EJ

St Clement
Leysdown Road
Leysdown
ME12 4AB

or by telephone:
 01795880279

 01795878111

In accordance with Clause 64 of the Children and Families Bill (2014) Mrs Thomas has completed the National Award for SEN.

Mrs Thomas is not a member of SLT. Mrs Hunt is the advocate on the SLT. (Schools SEND code of Practice, 6.89)

SECTION 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

Where a training need is identified beyond this we will find a provider who is able to deliver it. Many training opportunities can be commissioned through the Local Inclusion Forum Team (LIFT) giving access to Specialist Teaching and Learning Service, Educational Psychologist, or Kent CPD Online. The cost of training is covered by the notional SEN funding and the CPD budget.

SECTION 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.

SECTION 7

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

All parents of pupils at Eastchurch CEP School are invited to discuss the progress of their children on two occasions in Autumn and Spring and receive a written report at the end of the summer term and are able to request a meeting with the class teacher if they wish.

During the parents' evenings we will share an SEN child's personal provision map. These are filed in the child's personal SEN folder.

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 more effectively. 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.

SECTION 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.

SECTION 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 Eastchurch CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher in the first instance, it may be that the SENCO, Nurture and Behaviour Assistant or Head of School may be able to provide additional support 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.

SECTION 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
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Mrs Thomas attends the Island SENCO Forum

SECTION 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/education-and-children/special-educational-needs/support-and-advice/Information-Advice-and-Support-Kent>

SECTION 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 Eastchurch CEP School we work closely with pre-school settings and previous schools in order to seek the information that will make the transfer for each pupil as seamless as possible.

When a pupil transfers from a pre-school setting, the early years team make contact and arrange a visit to observe children prior to transition sessions. If the setting is aware of any SEN need, the team bring this back to the school SENCO and discuss the needs and interventions. Little Owls Nursery on the All Saints Site feeds a good number of children and the SENCO works closely with the Nursery Manager and transition meetings will be held where necessary. All children have four transition sessions in school and the time spent increases at each session. Before these sessions start, the liaison with the previous setting and parents ensures a child's transition can be supported further in order to meet the needs of the child.

Where a child transfers into years R – 6 then we will liaise with the previous setting to obtain relevant information.

We also contribute information to a pupils' onward destination to secondary schools by providing information to the next setting. Parents are encouraged to visit open days and discuss their child's needs with schools. In addition to the usual open days and visits organised for all children, vulnerable children have an additional visit with a small group of peers with the SENCO or Nurture and Behaviour Support Assistant to meet staff at the Oasis Academy's East and West Site. The SENCO may also organise additional visits to other secondary schools as required.

SECTION 13

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

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