



Policy for Special Educational Needs

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By: team to support Outcomes for Children and Learners

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Teynham Parochial C of E (Controlled) Primary
School

SEN & Disability Policy/SEN Information
Report

Issued on

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 and Physical Intervention Policy, Discipline and Conduct Policy, Home

School Agreement Policy, Teaching and Learning Policy, Health and Safety

Policy, Staff Development Policy, Inclusion Policy, Admissions Policy, Assessment

Policy, Collective Worship Policy, Transition Policy, Staff Appraisal Policy,

Supporting Pupils at School with Medical Conditions, Equalities Policy, Safeguarding Policy, Complaints Policy, Accessibility Plan, School /improvement Plan.

This policy has been developed with the engagement and participation process that involved parents/carers, representatives from the governing body and parent teachers association and parents of children with 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 (2015, p 15)*

The Kent Definition of SEN can be viewed in Appendix 1.

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 Teynham 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, hearing impairment, ADHD, autism, Asperger's syndrome, learning difficulties and behaviour 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 has previously met and currently meets the needs of children with a statement of special educational need/Education Health Care Plans for: global developmental delay, memory difficulties, speech and language needs, ADHD, Social Communication Difficulties, Autistic Spectrum Disorder, Oppositional Tendencies, Separation Anxiety, PTSD, Foetal Alcohol Syndrome, hearing impairment, Social Interaction Difficulties, Sensory Needs, Behaviour and Sleep Difficulties and Social, Emotional and Mental Health Difficulties. Decisions on the admission of pupils with a statement of special educational need/Education, Health and Care plan are made by the Local Authority (KCC).

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 and as a school, we will endeavour to make all possible reasonable adjustments within the budget and resources available.

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

At Teynham we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points for example, Y1 phonics screening, Language Link for Reception Class and all new children throughout the school, end of Key Stage SATs, moderation within school and externally, PUMA (Progression in Maths

Assessment) PIRA (Progression in Reading Assessment), spelling tests, Times Tables tests, key word/high frequency word checks. Throughout the school, regular at least termly, assessment on children's progress is carried out in Reading, Writing and Maths and at the end of each Key Stage.

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 daily reading, additional phonics, booster groups, comprehension groups, handwriting group, social skills groups, small group TA support, speech and language support, Zumos, , NumberShark, WordShark and Memory Booster, .

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 Teynham we are experienced in using the following assessment tools: PhaB, Boxall Profile, BPVS (British Picture Vocabulary Scale), Speech Link, Language Link, Dynamo Screener, Dyscalculia Screener, COPs, LASS, Diagnostic Test of Word Reading Processes, Rapid (Computer based Dyslexia Screening Tool), Recall, VISS, Visual Stress Assessment, VIP Play Skills Assessment and Ability.

We also have access to external advisors (some of these services have costs attached) who are able to use a range of suitable assessment tools, dependent on the needs of the child:

Educational Psychologist through KCC

STLS (Specialist Teaching and Learning Service)

CYPMHS (Children and Young People's Mental Health Service) through NELFT for referrals for emotional wellbeing/mental health advice and support:

<https://www.nelft.nhs.uk/kent-cypmhs-get-in-touch>

School Health Service

<https://www.kentcht.nhs.uk/service/school-health/school-health-team-contacts/>

Young Healthy Minds

Young Carers

Early Help

Paediatric Consultants - Medway Community - dependent on home location
Children's Therapy Team (Speech and Language/Occupational Therapy
Outreach Services - Meadowfield School
Speech4Schools (Private Speech and Language Therapist)

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 (provision plan/personalised 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)* 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 special educational needs / 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 three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of phonic knowledge, reading level, spellings etc. The assessments we use at Teynham are listed above 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 (2015, 6.37)*

At Teynham the quality of teaching is judged to be good (Ofsted May 2013)
<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118651>

The school continues to be good overall (see the school website for the short Ofsted February 2018).

We follow the Mainstream Core Standards

<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. one to one support, precision teaching, small group teaching and the use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' (see Appendix 2 for further information on the notional budget).

The school will make every effort to ensure that all reasonable adjustments are made, within the resources available e.g. staffing, budget, physical resources, etc. to enable all pupils, regardless of need, to access an appropriate education.

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

At Teynham 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 or reports from various professionals.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors continuously make improvements as part of the School's accessibility planning and identify aspects of the school that need to be improved, in relation to buildings, curriculum and training of staff. Some examples include: within the premises the courtyard

now has sloped access through the doorways, new building work has to adhere to Building Regulations 2010 and the Equality Act 2010 (see the Accessibility Plan for further information). With regards to the curriculum, this is personalised for children where appropriate.

Future training will depend on the needs of the pupils and the experience and knowledge of the teaching staff to ensure pupils receive quality first teaching and those with special educational needs are well supported and able to access the whole curriculum (see appendix 3 for further staff training information).

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. 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 following an application by the SENCo for High Needs Funding. (See appendix 2 for notional budget information).

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 Teynham are available to pupils with special educational needs either with or without a statement of special educational needs / 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

School will Risk Assess children who have special educational needs before they go on a school trip to ensure that any additional support can be identified, confirmed and provided.

The school will make every effort to ensure that all reasonable adjustments are made to enable all pupils, regardless of need, access the full range of activities and trips on offer.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Teynham 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:

- PSHE
- Circle time
- Jigsaw
- Forest School
- Whole school emotional wellbeing awareness
- SMSC
- Assemblies

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:

- social skills groups,
- Zumos,
- Wellbeing Toolkit resources
- time-out for pupil to use when upset or agitated and behaviour support plans,
- have time to talk to their Teaching Assistant, Class Teacher, a member of the SLT
- PSP (pastoral support plans).
- external referral to CAMHS, CYPMHS
- CHATTS counselling
- Cruse referral for bereavement support for loss

- Educational Psychology referral
- Early Help notification

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 Teynham is Mrs Vikki Furr, who is a qualified teacher and is a member of the Senior Leadership Team. She has experience of teaching in both mainstream and special educational needs settings. Mrs Furr has completed the National Award for SEN Co-ordination.

Mrs Furr is available on the following mornings: **Monday mornings (I can meet from 7.30am if booked in advance), Tuesday all day, Thursday and Friday mornings from 8.30am.** She can be contacted on 01795 521217 or senco@teynham.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

All teachers and teaching assistants have had the following awareness training (see Appendix 3).

In addition, please see Appendix 4 for the enhanced and specialist training that our teachers and teaching assistants have completed.

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, Meadowfield Special School, Rural Swale Consortium, CooperDaly, Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physiotherapists and the Specialist Teaching and Learning Service. The cost of training is covered by

the notional SEN funding. (See 3e for an explanation of notional funding/budget).

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 investigate borrowing it. 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 all children, as well as those with special educational needs about, and involving them in, their education

All parents of pupils at Teynham are invited to discuss the progress of their children on three occasions a year and receive a written report three times 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, which will be shared with parents three times per year. 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 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 a statement of SEN / 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 Teynham are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN/ Education, Health and 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
- Option to buy in Educational Psychology service as required
- 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
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Early Help and NELFT
- Outreach Services: Meadowfield
- Ability to make ad hoc requests from School Health Service
- Member of Rural Swale Consortium - regular SENCO liaison meetings
- Membership of the SENCO forum - regular SENCO liaison meetings

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

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 (Monday to Friday, 9am - 5pm).

Office: 03000 412 412

E-mail: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Website: www.kent.gov.uk/iask

Kent Parent Carer Forum website:

<https://www.sendirect.org.uk/providers/parent-carer-forums/my-services/kent-parent-carer-forum/>

M4S Charity:

<https://local.kent.gov.uk/kb5/kent/directory/service.page?id=msogNOcc4uM&youthchannel=0>

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 Teynham 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.

Nursery - Year R

- Information is received from a number of sources when children transfer to our school from an Early Years Setting.
- A new intake meeting is held for new Year R parents in Term 6 of the academic year prior to the children joining the school in September.
- The Reception teacher meets with Nursery staff (from our main feeder nursery or where a nursery has requested an observation) during the summer term prior to the children joining us at the beginning of the next academic year. Where a child has been identified as having SEN, the SENCo attends these meetings to discuss the child's needs, current provision and future plans. Transition meetings will also be arranged with

the Specialist Teaching and Learning Service, SENCo, Class Teacher and Parents where appropriate. Further meetings are arranged with other professionals involved when required.

- A short-term phased placement is used to introduce the new Year R children to school life in September. All children are full time by the end of the second week of the academic year, if the class teacher and parents agree that this is appropriate for the child.
- A transition booklet or social story will be devised if an individual requires this.

Internal transition between year groups

- Change up Day arranged for all children to meet their new teacher, teaching assistant and to see their new classroom.
- A pupil progress transition meeting is held between all year groups at the end of Term 6 so that information about the classes can be shared with those staff who will be receiving the class in the September of the following academic year. The intention behind this is to enable smooth transitions between all year groups and classes in the school.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new classroom to meet their teacher should it be felt to be necessary.
- For pupils joining Teynham from another school, a member of the senior leadership team will contact the child's current school to prepare for their arrival. If appropriate, a member of the senior leadership team will meet with parents prior to the move.

We also contribute information to a pupils' onward destination by providing information to the next setting.

Year 5 children with an EHCP

- Parents and children to begin looking at secondary provision.
- Parents will be contacted by KCC to provide their choices for secondary schools (they do not apply in the same way as children without an EHCP).
- The secondary school will be named in February. Parents have the right to appeal the decision. IASK will be able to provide further information and support.

Year 6 - Year 7

- All secondary schools are invited into school to meet with the children and staff to share information.
- Additional visits or transition meetings will be arranged with the SENCo if they are felt to be necessary for the children.
- The Year 6 teacher will complete transition forms which are requested by the secondary schools giving key information about the children, along with the SENCo if SEN has been identified.
- All year 6 children participate in transition visits to their secondary schools which are intended to help the children prepare for the move to year 7 in September.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new school should it be felt to be necessary.
- A transition intervention will be put in place if required.
- Further information about transition and a Secondary School Admission booklet can be found on the KCC website.

Post 16

- Information and support can be sought from IASK and KCC.

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 - KCC Definition of SEN Support

However, the definition of what constitutes **SEN Support** is less clear. In order to help schools, colleges and Early Years settings accurately identify their SEN Support cohort (there are the children who will be recorded on the SEN register), KCC provides the following clarification of what constitutes **SEN Support**:

"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools and colleges). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."

Each and every educational setting should make provision for a CYP as and when they require it, irrespective of their Special Educational Need. Additional teaching opportunities (e.g. small group catch up) or the filling of gaps in learning due to absence or not making the progress that is expected is not considered to meet the criteria for SEN support; it should be normal practice in schools.

However, all educational settings should take action through a graduated response to identify pupils with a Special Educational Need. Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEN register unless they are in receipt of significant, additional and personalised support without which they could not access learning.

Appendix 2 - Notional Budget/Funding Information

The notional budget is used to cover the cost of a range of resources. These include such things as:

- TA support
- Interventions
- Speech and Language Therapist
- Specialist coming in to train staff
- Resources

This is by no means an exhaustive list, merely an example of some of the things the notional budget pays for.

When the school spends in excess of £6000 from the main school budget on a single pupil, there is a chance that it **may** trigger some additional SEN funding.

Appendix 3 - Awareness Training for All Staff

10th February 2017 - Team Teach - INSET Day

18th April 2017 - ASD - INSET Day

5th June 2017 - Dyslexia training - $\frac{1}{2}$ INSET Day

14th November 2017 / 28th November 2017 - Attachment training (2 hours) - teachers

29th March 2018 - Wellbeing - INSET Day

Sen Code of Practise (2014) - staff and TA meetings

Language for Learning Training - one member of staff

Precision Teaching

Appendix 4 - Enhanced and Specialist Training for Individual Members of Staff

SENCo Accreditation - two members of staff

30th January 2017 - Wellbeing Toolkit - Whole Day - two members of staff

15th March 2018 (7 x 1/2 days) - Wellbeing Champions - one member of staff

30th April 2018 - Emotional First Aid (6 sessions) - three members of staff

Supporting Children with Down Syndrome - one member of staff

Fizzy Training - Gross and fine motor skill intervention

Advice to staff about individual children from Educational Psychologist,
Specialist Teaching and Learning Service, Speech and Language Therapists,
Occupational Therapists, Physiotherapists and any other external professionals.

Attachment Training

