

Rolvenden Primary School



SEN and Disability Policy / SEN Information Report

Date of issue	Next review	Version	To be read in conjunction with in house documents	Updated information	Signed: Chair of Governors	Signed: Headteacher
Sept 2017	Sept 2018	3	<ul style="list-style-type: none">• Teaching and Learning Policy• Behaviour Policy• Equalities Policy• Safeguarding and Child Protection Policy• Home Learning Policy• Complaints Policy• Intimate Care 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 was developed with our SENCo, Ellen Jones, and has been reviewed by staff, governors and parents. It will be reviewed annually.

Headteacher: Sarah O’Neill

SEN Governor: Jenny Wynter

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)*

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

At Rolvenden Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance Dyslexia, Dyspraxia, speech and language needs, 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 also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Communication and Interaction needs.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

In the case of a pupil with an EHCP where the school is no longer able to meet the special educational needs of that pupil, the school will work alongside the parents and local authority to enable the transition to a named school to be as smooth as possible.

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

At Rolvenden 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 e.g. Y1 phonics screening, speech link, language link, spelling age, reading age. Rolvenden Primary School has adopted Target Tracker which allows teachers to regularly track and monitor progress and identify gaps in learning.

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 1:1 tuition for RWI, Power of 2, comprehension interventions, speaking and listening support, Fizzy/Clever Hands (Fine motor Skills), Sensory Circuits and 1:1 or small group support in any area of need that has arisen from pupil progress meetings.

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 Rolvenden Primary School, we are experienced in using the following assessment tools: SpeechLink, Boxall Profile, Language Link and RWI. We have access to external advisors via our LIFT group who are able to use the following assessment tools: Auditory Processing, One Minute Reading Test, Non-word decoding, The Renfrew Language Scales, Visual Perception Skills, access to advice from an Educational Psychologist and links to Wyvern Outreach.

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 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 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 Rolvenden Primary School are referred to 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)*

In Rolvenden Primary School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards <http://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 tutoring, mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' or Higher Needs Funding for specific children.

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

At Rolvenden Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning: updated training to further knowledge of current SENCo, development of new curriculum in line with National Curriculum 2014 and have identified that the following aspects of the school need to be improved: development of training for Teaching Assistants in areas of SEN and the role of the SENCo in finance of the school.

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 in Appendix i. 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 via Higher Needs Funding.

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 Rolvenden Primary School 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.

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

At Rolvenden 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 list e.g. PSHE, and circle time sessions 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 our Human Givens Therapist Inga Springell and our Pastoral Support Worker David Archer. There are also opportunities for discussion time with a member of the senior leadership team, external referral to CAMHs, time-out space for pupil to use when upset or agitated etc.

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 Rolvenden Primary School is Ellen Jones, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications Bachelor of Education.

Ellen Jones is available on 01580 241444 or ellen.jones@rolvenden.kent.sch.uk. Miss Jones is available all day on Monday to Wednesday and Thursday mornings.

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:

Anaphylaxis, ASD awareness, RWI, SEN code of practice, core standards and first aid.

In addition the following teachers have received enhanced and specialist training in:

Sarah O'Neill: Dyslexia, ASD training, Team Teach, Behaviour Management

Ellen Jones: Language for Learning, Dyslexia, Behaviour Management, Understanding Schemas, Lego Therapy, Reluctant Speakers, ASD Champion.

Maddie Charlton: 3day SENCo training, behaviour and sensory training, supporting EAL

Julie Hodgkins: Fizzy, Managing grief, loss and critical incidents, Supporting Hearing Impaired children, Developing friendship skills, Clicker 5, Supporting autism in mainstream school, Dyscalculia, SoundsWrite, Supporting inclusion of Hearing Impaired.

Roisin Golan: SoundsWrite, Speech and Language, Restorative justice, Working with bereaved children, Cartouche, Social Skills workshops, First Aid.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we regularly approach are Wyvern Outreach; Goldwyn School; Educational Psychologist; Speech and Language therapist; Occupational therapists; Specialist Teaching Service; physiotherapist; dyslexia specialists, School nurse 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 Rolvenden Primary School are invited to discuss the progress of their children on three occasions a year to discuss provision and 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 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 Rolvenden Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the child's class teacher, Ellen Jones (SENCO), Sarah O'Neill (Headteacher) or Inga Springell (FLO) 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
- A Service Level Agreement with Educational Psychology service for 3 days per year
- Access to Speech and Language Therapy Services
- Access to School Nurse and Paediatric / Occupational Therapy referrals

- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc.

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 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

Office: 03000 412412

E-mail:-iask@kent.gov.uk

www.kent.gov.uk/iask

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 Rolvenden 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.

Once we are aware of the children coming into the school from Nursery, the class teacher will arrange a meeting with the Nursery provider to discuss the children for the new intake. In this meeting the Nursery will pass on any relevant information that the school need to be aware of. This could involve pre-existing involvement of external agencies – e.g. School Nursing, Speech and Language, Early Years Specialist Teaching, Educational Psychology.

For children in Year 6, the SENCo/FLO contacts the secondary school of all SEN children to discuss their needs for transition. In some instances a meeting will be arranged. This includes discussing current academic levels, medical history, EHCP reviews and information that is relevant to the individual child. We contribute information to a pupil's onward destination by forwarding the child's SEN folder, which will give insight into the child and their specific needs. Children with an EHCP will start the secondary transfer process in the summer of Yr5, which is a year earlier than their peers. The review of their plan in Yr5 will give clear recommendations as to the type of provision the child will need at secondary school. The SENCo of the receiving secondary school will be invited to attend the final review of pupils with an EHCP in order that an appropriate provision map may be drafted, ready for the beginning of the new school year. This will enable parents and pupils to be reassured that an effective and supportive transfer will occur.

In some instances, when a pupil is moving to a secondary school for SEN children, the pupils may begin transition, either in the form of short visits, or by starting at their new school, in the final part of the summer term in year 6. This avoids anxiety during the summer break and eases the pupil into their new setting while still having the support of their teacher and SENCo at Rolvenden.

Within school, it is the responsibility of the class teacher to provide suitably differentiated programs for all the children in the class. In July each year, as part of our transition program, there is a joint meeting between the current class teacher and the new teacher, to ensure all relevant information is passed on. We also have a transition week where the class for the following year are taught together with their new teacher to ease the transition. Additionally, in the case of SEN children, there is a meeting between the SENCo and the new class teacher both in July to prepare for the incoming class and in September to ensure all necessary provision and resources are being successfully implemented in the new class.

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

Appendix i

A list of interventions offered at Rolvenden Primary School.

Examples of extra support provided for identified children:

1. Small group phonics work to boost reading and writing using the positive and motivational Read Write Inc. programme;
2. Maths booster sessions, usually delivered in small groups or 1:1;
3. Additional practical maths resources such as Numicon to promote number correspondence and aid pupils in everyday maths activities;
4. Handwriting groups; Write from the Start
5. Fizzy – a gross motor skills programme focussing on three areas: balance, ball skills and co-ordination;
6. Clever Hands – a fine motor skills programme focussing on the development and co-ordination of finger muscles;
7. 1:1 tutoring including reading;
8. Adult let friendship groups to aid pupils in the development social skills and emotional well-being;
9. The use of “social stories”, to improve children’s understanding of social situations and the social and emotional behaviour of others;
10. Language and Speech Link programmes;
11. Use of ICT software as deemed appropriate to support the pupil and enable them achieve at the same rate as their peers;
12. Sensory support tools to promote concentration including pressure exercises and feedback cushions;
13. Raised writing surfaces to promote reading and writing development;
14. Reading frames/screens;
15. Class and individual timetables (as appropriate), to support transition through different activities;
16. Lego, Sand, and Art therapies, delivered by a pastoral support assistant on a 1:1 basis.

17. Sensory Circuits

18. TRUGs – Teaching reading through games – games based reading support