



## St Peter's Church of England Primary

# SEN & Disability Policy and Information Report

This policy and information report sets out for parents how St Peter's endeavours to approach the education of children with special educational needs and disabilities.

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:

Behaviour Policy, Equality Policy, Child Protection Policy, Complaints Policy, Handling Persistent Complaints, Gifted and Talented Policy, Medical Needs Policy.

This policy is in DRAFT format – the final policy will be agreed following consultation with parents and governors over the Spring term of 2016.

The draft SEN and Disability Policy will be available on the school website from Friday 11<sup>th</sup> March 2016; parents and carers will be made aware of this in the

newsletter on the same day. We will ask parents and carers for their feedback over a period of two weeks as part of the consultation.

### **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 What kinds of special educational needs are provided for at the school?**

At St Peter’s CE 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 a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: \_Autism Spectrum Disorder, Hearing Impairment, Specific Literacy Difficulties (SpLD), Social, Emotional and Mental Health Needs, Physical Disabilities, Cognition and Learning Needs, Social Communication 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.

## **2 How do we identify and assess pupils with SEN?**

At St Peter's CE Primary School we monitor and officially record the progress of all pupils on school tracking systems three times a year – reviews of progress take place immediately following these assessments. In addition, class teachers continually monitor progress and attainment of pupils. We use a range of assessments with all the pupils at these points including statutory assessments in year 2 and year 6 and the Phonics Screening Check in year 1. Children in year 5 are also tested using the Cognitive Assessment Tests (CATs) towards the end of the year to assess underlying ability in verbal, non-verbal and numerical concepts. Pupils in Reception are assessed using a baseline assessment in line with national guidance. We also assess Reception pupils using Speech Link and Language Link assessments to identify early difficulties in this area.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This extra support may include in-class provision such as further support for learning from a teaching assistant or the class teacher, focus learning groups in class, provision of specific resources such as task management boards or visual cues/prompts, learning behaviour systems, spelling support or handwriting programmes. There are a range of interventions currently in place at St Peter's (please refer to section 3e).

This list is not exhaustive and there are other, alternative interventions we are able to offer should they be required.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils we will use a range of assessment tools to determine the cause of the learning difficulty. At St Peter's we are experienced in using a range of assessment tools, which may include:

Language Link and Speech Link, BPVS (British Picture Vocabulary Scale), YARC (York Assessment of Reading Comprehension), PhAB (Phonological Assessment Battery), Neale Analysis of Reading Ability, Dyslexia Portfolio, ALK (Active Literacy Kit), Single Word Reading & Spelling Test, K bit 2, Phab 2, WIAT II, GL Reading Assessment, DST J and Dyscalculia Assessments.

We may also refer children in need of additional support to external advisors who are able to use additional assessment tools, where appropriate to the child's apparent difficulties.

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 Provision Plan (where considered appropriate) and reviewed three times each year. 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 to and different from 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 occurs 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 How does the school make provision for pupils with special educational needs whether or not they have EHC Plans?**

#### **3a How does the school evaluate the effectiveness of its provision for such pupils?**

Each review of the child's provision 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 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 What are 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, including those carried out by professionals from external agencies. The outcomes of these will enable class teachers and the SENCO to see if pupils are increasing their levels 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 What is the school's approach to teaching pupils with special educational needs?**

At St Peter's CEP we strongly believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN and are aware that additional intervention and support cannot compensate for a lack of good quality teaching. The school regularly and carefully reviews 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 St Peter's the quality of teaching is judged to be good, as reported in our last Ofsted inspection – a copy of which can be found on the school website. We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice - see the Mainstream Core Standards on the KELSI website at:

<http://www.kelsi.org.uk/policies-and-guidance/inclusion-and-achievement-documents>

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, mentoring, small group teaching, use of ICT software learning packages.

### **3d How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

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 made the following improvements as part of the school's accessibility planning: a disabled toilet on the ground floor of the key stage 1 building and a disabled lift giving for access to the upper floor in the key stage 1 building. The Governing Body is ready to respond to the specific needs of individual pupils and members of staff where issues of accessibility arise in the future.

### **3e What additional support for learning 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 and type of support required for each pupil to make good progress will be different in each case but the following is a list of interventions offered since the start of the academic year of 2015\* at St Peter's:

**Cognition and Learning Needs:** Number Stars, Plus 1, Power of 2, Numicon, Active Literacy Kit, Read Write Inc Fresh Start Phonics, handwriting, reading comprehension targeted support, TRUGs, activities for visual and auditory memory.

**Speech, Language and Communication Needs:** Individual Speech and/or language programmes (set up by speech and language therapists), individual speech or language link programmes, language development programmes, Lego Therapy.

**Social, Emotional and Mental Health Needs:** Lego Therapy, Rainbow lunch club, individual mentors, well-being programmes (including Early Help support), anger management.

**Physical and Sensory:** Sensory Circuits, BEAM, Fizzy physical programme, Theraputty exercises, Clever Fingers, handwriting programmes, individual physical exercise programmes (set up by an Occupational Therapist or Physiotherapist).

\*For a full list of current interventions being run at St Peter's, please contact the SENCO.

In a 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. For pupils with a high level of need, and where the school deems necessary, the school would make a claim for High Needs Funding from the Local Authority.

**3f How does the school enable 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 St Peter's 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 What support is available for improving the emotional and social development of pupils with special educational needs?**

At St Peter's we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, which is facilitated through direct teaching for instance PSHE (Personal, Social, Health and Economic Education), or circle time in class and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, more support can be put in place. This may include: Lego therapy, Rainbow lunch club, sensory circuits, mentoring by specific members of staff, the use of visual and written diaries, play time 'help' cards, mood thermometers to track anxiety, ICT software programmes. We may also be able to refer pupils to specific counselling programmes such as Young Healthy Minds through the Early Help referral service.

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. It may also require personalised adaptations to the class or school environment or to the school behaviour policy in order to take into consideration those needs, especially where the behaviour is linked to other diagnosed conditions such as ASD, ADHD, ODD or

Attachment Disorder or difficulties. This may include task and reward provision, sensitive seating arrangements, personalised learning environments or personal reward systems to promote good social skills or learning behaviours.

#### **4 Who can I contact at the school about SEN?**

The SENCO at St Peters's is Claire Henning who is a qualified teacher - BA Hons (2:1) English Language and Linguistics, PGCE Primary - and has been accredited by the National Award for SEN Co-ordination.

Claire Henning is available on 01622 717335 or [claire.henning@stpetersaylesford.kent.sch.uk](mailto:claire.henning@stpetersaylesford.kent.sch.uk). She is in school on Tuesdays and Wednesdays.

#### **5 How can I find out about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured?**

The school's SENCO co-ordinates all of the training needs in relation to children and young people with special educational needs. Should you wish to make an enquiry about any of this training, please make contact with Claire Henning. We have a qualified teacher in the school who is studying for an MA in Language, Literacy and Dyslexia.

Where a training need is identified we will find a provider who is able to deliver it. Training providers we can approach are: Outreach programmes from special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapists, dyslexia specialists, training offered by Kent CPD Online and the STLS (Specialist Teaching and Learning Service).

Since the start of the academic year 2015, SEND training undertaken by specific members of staff has included: ADHD awareness, ASD, Attachment Awareness, Behaviour Management, BSL Level 1, Communicate in Print, Cued Articulation, Divorce and Separation, Dyscalculia, Dyslexia, Sensory Awareness, Social Stories, Speech and Language therapy, Supporting pupils with Hearing Impairment.

Further details relating to the training or expertise of specific members of staff in relation to SEN provision can be accessed by contacting the SENCO.

**6 How does the school access equipment and facilities to support children and young people with special educational needs?**

Where external advisors recommend the use of equipment or facilities which the school does not have, we can seek advice from specialist services and 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 What are the arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at St Peter's are invited to discuss the progress of their children in terms two and four and receive a written report in term 6. 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 Plan – provision and outcomes 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/results of internal or external assessments which will help us to address these needs in a better way. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and 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 What are 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. All children taking part in interventions are asked to feedback their views; this then forms part of our evaluation of a particular programme or support.

**9 What are 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 St Peter's are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class or subject 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, 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 does the governing body involve 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?**

- Free membership of LIFT for access to specialist teaching and learning service
- The ability to engage the services of a Kent Education Psychologist
- A 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 pupils with a requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of professional networks for SENCO including SENCO forum, Kent's AEN Updates, NASEN.

**11 What are 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)?**

Information Advice and Support Kent (IASK) 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:** 03000 413000

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**12 What are 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 St Peter's 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.

The SENCO attends the open mornings for prospective parents so that families are able to discuss any needs at that early stage. Reports from pre-school meetings are used to inform the class teacher and highlight any needs or professional input already in place, so that this can be continued. The class teacher also conducts home visits with all reception families during the first few weeks of term, so that a full picture of the child's developmental history can be obtained. Occasionally, it may be appropriate for the SENCO and/or the class teacher to visit the child in his/her early years setting in order to fully assess the needs and discuss provision to be put in place.

We also contribute information to a pupil's onward destination by providing information to the next setting. We work collaboratively with secondary schools to complete documentation relating to SEN and disabilities and to alert schools to those children who may require an extended transition experience (where available). SEN files are transferred to their new schools within the first few weeks of term. We regularly communicate via phone or emails with secondary schools to give further background information or to answer questions where required, both prior to and following the transition.

**13 Where is the local authority's local offer 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.

This policy is in draft and following consultation with parents and carers will be approved by the Leadership and Management Committee and then ratified by the full Governing Body.

Approved by the GB on Monday 14<sup>th</sup> March 2016

Next review on .....

## Acronyms used within this policy/Information Report

SEN	Special Educational Needs
ADHD	Attention and Hyperactivity Disorder
ASD	Autism Specturm Disorder
BSL	British Sign Language
DfE	Department for Education
EHCP	Education Health and Care Plan
KCC	Kent County Council
LA	Local Authority
IASK	Information Advice and Support Kent
LIFT	Local Inclusion Forum Team
NASEN	National Association for Special Educational Needs
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs
TRUGs	Teaching Reading Using Games