

Davington Primary School



Special Educational Needs and Disability (SEND) Policy and SEND Information Report

Adopted by Governors: November 2022

Review Date: November 2023

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Davington Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, social communication difficulties, autism (ASD or ASC), learning difficulties, attention difficulties and hearing 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 meets the needs of pupils with an Education, Health and Care plan with a variety of special educational needs. 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.

At Davington we support all pupils to achieve the best outcomes that they possibly can, both academically and socially. We support all pupils to grow in confidence and develop skills to continue to thrive in their next phase of education.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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)*

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Janet Davison. Administrative support is provided by the school office.

The SENCO will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder or condition (ASD or ASC), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments

Current School Profile (See Appendix S1)

5.2 Identifying pupils with SEN and assessing their needs

At Davington Primary School we monitor the progress of all pupils to review their academic progress, their development of motor skills, coordination and social skills. We also use a range of assessments with all the pupils at various points eg Accelerated Reader assessments, CAT Tests and Phonics screening. Progress is shared with parents/carers on parent consultation evenings when appointments are available to see class teachers and our SENCO. Appointments are available at other times by speaking to a member of staff or contacting the school office.

We will assess each pupil's skills and levels of attainment on entry, which will build on previous setting. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social skills.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 make progress. Examples of extra support are: phonics interventions, Precision Teaching, DIY Dyslexia, Match-Select-Say, Social Communication support, Fizzy and Clever Fingers.

Observing pupils and discussions between staff and parents contribute to identifying any special educational needs or the need to put in place some additional support. Referrals to outside agency professionals such as Speech and Language Therapy, Educational Psychologists, Paediatricians, CAMHS and Occupational Therapists enables special educational needs and disabilities to be formally identified and recommendations made for further support beyond the strategies already used by school staff.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of difficulty. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Davington Primary School we are experienced in using the following assessment tools and have access to external advisors such as Specialist Teaching and Learning Service and Speech and Language Therapists.

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 reviewed regularly. 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. Parents/carer are part of this process and are informed by school staff about support and progress that their child experiences.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided, the adaptations, scaffolding and the teaching approaches to be used. Sometimes a pupil requires personalised learning experiences to be planned for them in order for them to be able to access learning successfully.

5.3 Consulting and involving pupils and parents

We communicate with parents about their children's successes and any challenges they have formally at parent consultations and at appointments arranged throughout the year as requested by parents/carers or staff. We will communicate with parents when it is considered that a pupil may need to receive SEN support. Parents are always welcome to discuss the support their children receive with the class teacher, SENCo and members of the Well-being Team.

We will have an early discussion with the pupils' parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of 'assess, plan, do, review'.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving to our primary school and to secondary school

At Davington Primary School we work closely with the educational settings used by the pupils before they transfer to us and with specialist teachers or speech and language therapists in order to seek the information that will make the transfer as seamless as possible.

We also contribute information to a pupils' onward destination by providing information to local secondary schools.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted and learning scaffolded for individual pupils. Some pupils will need personalised learning opportunities.

We will also provide interventions individually or in small groups as necessary.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting and scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables & prompts, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a team of teaching assistants and well-being mentors who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis and in small groups.

We work with agencies to provide support for pupils with SEN such as Speech and Language Therapists, Specialist Teachers and Educational Psychologists.

5.9 Expertise and training of staff

The school has an experienced SENCO in this role and works full time at Davington leading inclusion in a non-class based capacity.

In the last academic year, staff have been trained in supporting hearing impairments, precision teaching, strategies to support dyslexia, paired reading, phonics, early communication, anxiety and mental health.

5.10 Securing equipment and facilities

Advice regarding equipment for specific pupils is taken from specialist teachers for physical disabilities and from occupational therapists.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Asking the pupils
- Meeting parents
- Monitoring by the SENCO and other members of the senior leadership team
- Using provision maps and personalised plans to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities, clubs and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trip in Year 6.
- All pupils are encouraged to take part in sports days and class assemblies/school performances.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Advice is regularly sought from specialist teachers for physical disabilities regarding making our school environment and activities accessible for those pupils with additional physical needs.
- All pupils whose education, health and care (EHC) plans name the school will be admitted as a priority

- Routes for entering our school on a flat level have been identified to enable those with difficulty walking to access the school safely, using a wheelchair or walking aids

Davington's accessibility plan includes:

- Improving the physical environment to enable disabled pupils to take better advantage of our education activities and facilities
- Improving the availability of accessible information to disabled pupils and their families

5.13 Support for improving emotional and social development

At Davington 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 in PSHE and experience days and indirectly with every conversation staff have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide well-being support.

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.

5.14 Working with other agencies

Our SENCO, FLO and Well-being Mentors work with children and families and refer or signpost to agencies such as social care, Early Help, school nursing, Young Carers and Holding-on Letting-go.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

5.16 Contact details of support services for parents of pupils with SEN

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

5.17 Contact details for raising concerns

Mrs Davison

Assistant Headteacher (Inclusion) & SENCo

School Office: 01795 532401

5.18 The local authority local offer

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Intimate Care policy
- Behaviour policy
- Child Protection policy