

Davington Primary School



SEND

(Special Educational Needs and Disability)

Policy

Adopted by Governors: October 2018

Review Date: October 2019

This policy is written in line with the requirements of Government policies and documentation:

- Children and Families Act 2014
- SEN Code of Practice 2015
- 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 other school policies.

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)*

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)*

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

At Davington 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, language and communication needs, Autistic Spectrum Disorder, learning difficulties and attention 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 (EHCP) with a variety of kinds of special educational need. 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.

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

At Davington Primary School we monitor the progress of all pupils six times a year in Pupil Progress Meetings, 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, NFER CAT Testing in KS2.

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 phonics interventions, Precision Teaching, Better Reading Partnership, DIY Dyslexia and Well-Being Support (Social Communication, Self-Esteem), Fizzy (Gross Motor Skills) and Clever Fingers (Fine Motor Skills).

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 Davington Primary School we are experienced in using a range of assessment tools and we have access to external advisors such as: Specialist Teaching and Learning Service, Speech and Language Therapists and Educational Psychologists.

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.

Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans

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 (2015)* 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.

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. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

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

At Davington Primary School we 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 school regularly evaluates, identifies and implements changes necessary for improvements as part of the school's accessibility planning.

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 contributes towards 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. 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.

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 Davington 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

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

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 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 specific support by the Well-Being Team including 1:1 sessions, 1:1 Drawing and Talking, Young Carers Group, working alongside the family with a view to a referral to an outside agency e.g. Early Help, School Nursing or CYPMHS (child and young persons' mental health services).

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.

The name and contact details of the SEN Co-ordinator (SENCO)

Mrs Davison
Assistant Headteacher (Inclusion)
School Office: 01795 532401

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: Safeguarding, Precision Teaching, NLP Method for Spelling, Anxiety and training in ICT.

In addition individual members of staff have received the following enhanced and specialist training: Fizzy, Sensory Needs, Speech and Language including Reluctant Speakers, Lego Therapy, Autism in Girls, Hearing Impairment and Language for Learning. 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 Midas Centre, Specialist Teaching and Learning Service, Educational Psychology Service, NHS Physiotherapy and further commercial trainers as required

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 endeavour to purchase or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

All parents of pupils at Davington Primary School are invited to discuss the progress of their children on two formal occasions a year 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 Personalised Provision Plan which will be shared with parents during Parent Consultations.

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 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.

Support for health care will be documented in an 'Individual Health Care Plan', written and reviewed with parents. For any pupils with a physical disability, a 'Personal Emergency Evacuation Plan' will be written and reviewed with parents.

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.

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

If there is a concern regarding the provision for a pupil with special educational need, then contact should be made with the class teacher in the first instance then the Assistant Headteacher (Inclusion). If the concern is unresolved, then the Davington Primary School complaints procedure should be followed by writing to the Headteacher.

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.

How the school 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 school have engaged with the following bodies:-

- Attendance at LIFT (Local Inclusion Forum Team) by SENCo for access to specialist teaching and learning service
- Access via referral to Speech and Language Therapy Services, Occupational Therapy Services, Physiotherapy Services, Community Paediatricians, School Nursing and CYPMHS for pupils with a requirement for direct therapy or advice
- Support for families via the Early Help process or via referral to Children's Centres or parenting programmes
- Membership of professional networks for SENCo

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 413 000
Office: 03000 412 412
Email: iask@kent.gov.uk
Website: www.kent.gov.uk/iask

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 Davington 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. A transition afternoon is hosted by Davington Primary School in term 6 to enable the sharing of information between staff, about pupils transferring from nurseries and pre-schools to local primary schools. Year R teachers also visit families at home before children start school. There are induction visits in term 6 for Year R pupils to which their parents are also invited. We also contribute information to a pupils' onward destination by providing information to the next setting. Teachers and SENCOs from the secondary schools liaise with our staff at Davington Primary School regarding pupils' needs prior to transition. Additional transition visits are arranged for pupils who need extra reassurance. Parents are involved in the planning of these extra visits.

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

The local authority's local offer is published on KCC website and parents without internet access should make an appointment with the school office for support to gain the information they require.