

Lenham Primary School

Special Educational Needs & Disability Report

March 2018

“The highest activity a human being can attain is learning for understanding, because to understand is to be free.” Baruch Spinoza

Date: September 2017

Review Date: September 2018

Responsible Person on Governing Body: Karen Parker

SENCo: Michelle Grieve

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

This policy should be read in conjunction with the following school policies: Behaviour and Discipline Policy; Supporting Children with Medical Conditions; Equality and Inclusion Policy; Safeguarding Policy; Complaints Policy

The Local Offer from Kent County Council for parents and children with Special Educational Needs and Disability can be found using the link <http://www.kent.gov.uk/education-and-children/special-educational-needs>

The purpose of the local offer is to make it easier for people to find out about services available to 0-25 year olds who have special educational needs and disabilities.

Headlines from the 2014 Code of Practice. Effective from September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans), which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as ‘Special Education Needs Support’ (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
 - i. communication and interaction (c&i)
 - ii. cognition and learning (c&l)
 - iii. social, emotional and mental health (semh)
 - iv. physical and sensory. (pd)

Our Aims

- To encourage and motivate all children to achieve their full potential.
- To have high expectations of all our children. Children on our SEN register make progress, which compares well with the progress made by other children in school.
- To nurture children to become healthy, happy and well balanced in a safe and secure environment.
- To build the citizens of the future who make a positive contribution to the community.
- To develop children who respect and care for each other and for their surroundings and the wider world.
- We work closely with parents/carers and children to ensure that we take into account the child's own views and aspirations and the parent's/carer's experience of, and hopes for their child.

- To involve parents in supporting their children in every aspect of school life.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

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)

In a very few cases, if a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment process which can be requested by the school, or by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. If the required assessments are undertaken, it may lead to an Education, Health and Care Plan (formerly known as a Statement of Educational Need) being issued.

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)

Admission Arrangements for Learners with Learning Difficulties and Disabilities

Lenham strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA Admissions Policy.

The admission arrangements do not discriminate against or disadvantage disabled children or those with special educational needs.

1 What are the kinds of special educational need for which provision is made at Lenham Primary School?

At Lenham 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, autistic spectrum disorders, 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: autistic spectrum disorder and cerebral palsy. 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.

“Pupils with SEN, but without a statement of SEN, must normally be educated in a mainstream school, and schools must not refuse to admit a child who has Special Educational Needs but does not have a statement because they feel unable to cater for their Special Educational Needs” (Inclusive Schooling).

2 How are the children with Special Educational Needs identified and assessed?

At Lenham Primary School we monitor the progress of all pupils via provision maps which are completed and evaluated three times a year. We also hold pupil progress meetings with class teachers and members of the senior leadership team three times a year.

We aim to identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies) to ensure that every child experiences success in their learning and achieves to the highest possible standard. We want to enable all children to participate in lessons fully and effectively.

We value and encourage the contribution of all children to the life of the school and work in partnership with parents/carers.

We work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND

We use a range of assessments with all the pupils at various points:

- Speech Link
- Language Link
- Y1 Phonics screening
- Spelling and reading age assessments
- Reading comprehension assessments
- Number and Maths assessments
- Writing assessments

In addition to this, we always take into consideration the views and experience of parents, as well as the pupil's own views.

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. These would involve small group support and include: number work; speech, language and communication; phonics; reading; handwriting; writing; and support for physical needs. We use programmes such as Nessy reading and spelling, Clever Fingers, Sensory Circuits, Lego Challenge, Precision Teach, Pre-Teach.

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 Lenham Primary School we are experienced in using the following assessment tools:

- The British Picture Vocabulary Scale (BPVSIII) – assessment of understanding language
- Expressive Vocabulary Test (EVT) – assessment for expressive language
- Ravens Coloured Progressive Matrices – Non verbal assessment

- Nessy Quest – dyslexia screen
- Language for Learning assessments
- Speech Link
- Language Link
- Various reading and spelling assessments

We also have access to external advisors who may include: Specialist Teaching and Learning Services; speech and language therapists; occupational therapists; school nurse; paediatricians; and specialist counsellors.

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, included in the provision map and reviewed regularly, and refined and 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 Lenham Primary School's policies for making provision for pupils with special educational needs whether or not they have EHC Plans.

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*

3b How the school moves towards an EHCP (Education, Health and Care Plan)

If the gap continues to widen, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- The child's Social, Emotional and Mental Health (SEMH) is cause for concern within the school and additional support may be required.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents/carers, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting.

For pupils with or without an 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.

3c The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress rigorously tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc.

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

3d 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 Lenham Primary School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

Link for the Mainstream Core Standards:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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

3e How the school adapts the curriculum and learning environment for pupils with special educational needs

Lenham Primary School are disability friendly. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

At Lenham 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 Education, Health and Care Plans.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular

areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

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: provision of direct access from each class to outside; persons identified to facilitate evacuation of pupils and staff with high level of disability in case of fire; use of visual timetables; a range of curriculum support equipment purchased; effective deployment of TAs, and use of dedicated SEN TA to deliver specific interventions; a range of support programmes accessed and staff training for either individual or groups of staff e.g. Sensory Circuits, Reading Recovery, 1stClass@Number, Reluctant Speakers, Language for Learning, Positive Play and Lego therapy. We have identified that the following aspects of the school need to be improved: level access to the playground from the classrooms; continue to share training and experience across staff to ensure up-to-date knowledge; subject coordinators to lead relevant training and share good practice; and ensure use of visual timetables in all classes.

3f 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 overview. 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.

3g 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 Lenham Primary School are available to pupils with special educational needs either with or without an 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

All of our children have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. No child is excluded from a school club, an activity or a trip because of SEN, disability or medical needs.

3h Support which is available for improving the emotional and social development of pupils with special educational needs

At Lenham 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: SEAL (social and emotional aspects of learning); PSHE (personal, social and health education); Sulp (social use of language); Sensory Circuits; and Positive Play 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: access to counsellor; mentor time with member of SEN team; external referral to CHYPS; Young Healthy Minds; CHATS; Porchlight; Slideaway.

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.

3j Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Notification (EHN) with the family and support the child through that process.

If parents/carers and school are concerned that the child may have mental health needs, we encourage parents/carers to ask their GP for a referral to Children and Mental Health Services ("CAMHS"). <https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/>

<https://www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health>

If the child is felt to have long-term social, emotional or mental health needs (for example with anger management), the school offers a range of interventions which are delivered by staff who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

4 Who is responsible for SEN at Lenham Primary School?

The person responsible for overseeing the provision for children with SEN is the Headteacher.

The person co-ordinating the provision for pupils with SEN is the SENCO, Michelle Grieve.

All teachers are responsible for all the pupils in their class and for delivering lessons that are appropriately planned, challenging and delivered to enable all pupils to make the progress they are capable of achieving.

Enquiries about an individual child's progress should be addressed in the first instance to the class teacher, since he or she is the person who knows the child best. Other enquiries can be addressed to the SEN Coordinator ("SENCo") named above.

Please make an appointment with the school office if you wish to speak to the SENCo.

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:

Safeguarding and behaviour management.

Dyslexia training.

Clicker 7 software.

In addition some members of staff have received the following enhanced and specialist training: Reading Recovery, Selective Mutism, Sensory Circuits, Lego Therapy, Speech Link, Language for Learning, Clever Fingers, ASD training, Sulp, Positive Play, First Class @ Number, Preventing Bullying Behaviour.

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: Five Acre Wood Outreach; Bower Grove Outreach; educational psychologist; speech and language therapist; occupational therapist; physiotherapist; and Specialist Teaching and Learning Services. 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 Lenham Primary School are invited to discuss the progress of their children on two 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 Provision Map which will be shared with parents at consultation evenings.

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 an 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 Lenham Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, the SENCO or the Headteacher 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 the Specialist Teaching and Learning Service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Ability to access the Educational Psychology Service on an ad hoc basis
- 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

11 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)

Kent Parent Partnership Service (KPPS) 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: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

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 Lenham 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. These arrangements may include:

- Visits to pre-schools by Early Years staff and the SEN teaching assistant
- Regular taster sessions in Foundation stage for pre-schoolers in Term 6
- Arranging for children with EHCPs to attend a series of visits in Term 6, accompanied by their key worker, in preparation for their transition
- Meetings with parents, the Specialist Teaching and Learning Service, and the Early Years' SENCO
- Inviting staff to EHCP reviews

We also contribute information to a pupils' onward destination by:

- Liaising with secondary schools' SENCO and Pastoral Support Teams
- Providing detailed information, including attainment levels
- Arranging extra transition visits

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.

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

14. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

This policy was developed after consultation with parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually.