

*'...those who hope in the LORD will renew their strength.  
They will soar on wings like eagles; they will run and  
not grow weary,*

*they will walk and not be faint.'* Isaiah 40:31

*connect | nurture | aspire | learn | excel | hope*



## Charing Church of England Primary School

### SEN-D Policy and Information Report

Document Information	Date/source of Policy	Responsibility
Date of review	September 2019	SENCO
Date of new review	September 2020	

**Our Vision** - *As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.*

***Love Friendship Kindness Truth Hope***

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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

This document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Charing CE Primary School.

The purpose of this policy and information report is to clarify procedures, responsibilities and methods of evaluation in meeting pupil's Special Educational Needs and Disabilities in the light of the Code of Practice for Special Educational Needs and Disability 2015.

At Charing CE Primary School we welcome students with special educational needs as part of our community. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum. We embed our practice in the four principles of building secure attachments; nurture, engagement, structure and challenge. Our provisions and interventions are for the most vulnerable, SEN and disabled pupils and support pastoral and learning needs. We endeavour to provide an inclusive environment that is both flexible and responsive.

## 2. Legislation and guidance

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- 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 also complies with our funding agreement and articles of association.

This policy was written with parents/ carers, both with children with special educational needs and without, with representatives from the governing body and will be reviewed annually.

### **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which 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 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 Elizabeth (Izzy) Hammond

They 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 and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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

#### **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 in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **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**

At Charing 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, social and emotional needs 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.

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, processing difficulties.

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.

### **5.2 Identifying pupils with SEN and assessing their needs**

At Charing CE Primary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points including Language link in Year R, the Y1 phonics screening, Y2 phonics re-screen, Speechlink, Language Link and assessment against the National Curriculum Programmes of Study.

As a result of regular assessment, class teachers will identify pupils 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 needs.

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

Where progress is not sufficient, even if a special educational need has not been identified, extra provision is put into action in order to enable the pupil to catch up.

Examples of extra support are small group or 1:1 interventions such as phonics, individual reading, focus or booster groups in writing, mathematics, handwriting, Write from the Start, Precision teaching, Power of 2, BEAM, Language for Learning, speech therapy including cued articulation, language support, Fizzy, Clever Hands, Lego therapy, Sensory Circuits, social skills groups, circle time, empathy groups, and targeted support in class.

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 Charing C.E. Primary School we are experienced in using the following assessment tools: Mainstream Core Standards, Language for Learning, in-depth phonics screening, online dyslexia screening, Language Link, Speechlink, Boxall and British Picture Vocabulary Scale. We also have access to external advisors who are able to use appropriate assessment tools accessed through LIFT meetings (Local Inclusion Forum Team), who include S&L (Speech & Language Therapists) and STLS (Specialist Teaching and Learning Service). Aquila provide access to an Educational Psychologist.

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, reviewed regularly, reviewed and revised as 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 additional or different personal resources (but would not be able to maintain this good progress without) 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 made parents will be notified by letter.

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 by class profiles and provision maps.

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.

### **5.3 Consulting and involving pupils and parents**

When concerns are raised regarding the attainment progress of a child, this will initially be discussed with the parent by the class teacher either at a parent consultation or at an arranged meeting. As part of our normal teaching arrangements, all pupils will be able to 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.

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. We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents will be invited to meet with the SENCO 3 times a year to review provision and progress. 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.

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

Notes of meetings will be added to the pupil's record and agreed with their parents.

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.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

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 specific to their area of need. The assessments we use at Charing CE Primary School are listed in section 5.2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

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

The class or subject 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 and 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

The assessment will be reviewed regularly at pupil progress meetings

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. This is recorded on provision maps.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

At Charing CE 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. Visits are made to all nurseries attended by the children starting our EYFS provision and meetings or discussions are held with Nursery SENCOs or Specialist Teachers as needed. When necessary, the SENCO will attend the home visit at the beginning of the Autumn term, prior to the child starting school.

When a child joins the school through an in-year application, the SENCO will contact the previous setting to ask for any information to be passed on securely to ensure all records are complete.

We also contribute information to a pupils' onward destination by providing information to the next setting. If children leave us before the end of year 6, Special Educational Needs records are forwarded to the new provision once the child is confirmed to be on roll.

For children moving onto secondary provision, the SENCO will attend the local information sharing event held by STLS, arrange additional visits to the new provision as necessary and ensure all records are transferred once the child is confirmed to be on role.

## **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, 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 (2015, 6.37)

In meeting the Mainstream Core Standards, we will also provide the following interventions as advised by internal and external assessments:

- Dyslexia Gold
- Toe-by-Toe
- Draw & Talk
- Emotional Literacy
- Pre-Teaching
- Sensory Circuits
- Lego Therapy
- SALT support
- Fizzy Programme
- BEAM Programme
- Clever Hands
- Nurture support
- Listening and Attention activities

These are delivered by staff employed through the funding provided to the school as 'notional SEN funding'

In Charing CE School, the quality of teaching is judged to be good.



We follow the Mainstream Core Standards <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> advice developed by Kent County Council to ensure that our teaching conforms to best practice.

## **5.7 Adaptations to the curriculum and learning environment**

At Charing CE 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.

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

- Differentiating 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, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors and staff continue to evaluate the school environment and plan improvements as part of the school's accessibility planning.

## **5.8 Additional support for learning**

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 map.

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. Refer to High needs top up funding here.

We have 5 teaching assistants who are trained to deliver interventions listed in section 5.6

We work with the following agencies to provide support for pupils with SEN:

- STLS, via LIFT
- SALT
- OT
- Early Help
- Educational Psychology

## **5.9 Expertise and training of staff**

Our SENCO has 1 year experience in this role, is a qualified teacher and is undertaking the National Award for SEN Co-ordination. She is allocated 3 days a week to manage SEN provision.

We have a team of 5 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Where a training need is identified we will find a provider who is able to deliver it. Training providers we can approach include Wyvern School, Goldwyn School, Educational Psychologist, Speech and language therapist and occupational therapists. The cost of training is covered by the notional SEN funding.

## **5.10 Securing equipment and facilities**

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.

## **5.11 Evaluating the effectiveness of SEN provision**

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.

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.

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 6/12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

All clubs, trips and activities offered to pupils at Charing CE 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.

## **5.13 Support for improving emotional and social development**

At Charing CE 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 registration wellbeing and mindfulness 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 draw and talk sessions, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated and emotional literacy 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.

We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3 days per year, through Aquila
- 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 pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO including local and academy SENCO forums

#### **5.15 Complaints about SEN provision**

The normal arrangements for the treatment of complaints at Charing CE Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with either the class teacher, SENCO or Head of School 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.

#### **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 and 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](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

### **5.17 Contact details for raising concerns**

Mrs Hammond is available on 01233 712277 or [senco@charing.kent.sch.uk](mailto:senco@charing.kent.sch.uk). She is usually available in school Tuesday, Wednesday and Thursday.

### **5.18 The local authority local offer**

The local authority's local offer is published on <https://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.

## **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 our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy,
- Homework Policy,
- Complaints Policy.