

# Newlands Primary School

## SEN Policy



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| <b>Name of Responsible Manager</b><br>Executive Headteacher: Mr S Atkinson<br>Head of School: Mr D Bailey |          |

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## 1. Aims

At Newlands Primary School, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution, which every individual can make to our school community.

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

## 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:

- Children and Families Act 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 SEND information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DFE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy
- Accessibility Policy

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

### **3. Definitions**

#### **Definition of SEND**

A child or young person has SEND 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, p 15)*

#### **Definition of disability**

Many children and young people who have SEND 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’ *SEND Code of Practice (2015, p16)*

### **4. The kinds of special educational need and Disabilities for which provision is made at the school.**

At Newlands Primary School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, speech and language difficulties, autism spectrum disorder, ADHD, dyscalculia, learning difficulties, social, emotional and mental health 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 we can endeavour to meet these kinds of needs. The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: ASD, ADHD, global delay, behavioural difficulties, speech and language 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. Information about the policy for identification and assessment of pupils with SEN

At Newlands Primary School, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with pupils at various points, for example Year 1 phonics screening, end of key stage one and key stage two SATs, speech link, language link, spelling age and reading age, PIRA and PUMA assessments, book monitoring and continuous formative assessment.

Where progress is not sufficient, even if special educational need has not been identified, we put interventions in place. Examples of extra support are: FIZZY, Clever Hands, Read Write Inc 1:1, TRUGS, NESSY, Precision Teaching, Maths and English catch up. These are evidenced on class provision maps which are reviewed 6 times a year.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, when the school feels the need is appropriate and in consultation with parents, we use a range assessment tools to identify areas of difficulty. At Newlands Primary School, we are experienced in using the following assessment tools: Speech Link, Language Link, Lucid Cops, Lucid Lass, GLS Dyslexia Screener, GLS Dyscalculia Screener, Boxall Profile, Wide Range Intelligence Test (WRIT), Weschler Individual Achievement Test (WIAT), British Picture Vocabulary Scale (BPVS), Visual Stress Assessment as well as a wide range of assessments. We also have access to external advisors who are able to make assessments to identify the child's needs.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make the best progress. These will be shared with parents and interventions added to provision plans/Individual Education Plan and reviewed regularly, refined/revised if necessary. At this point we may have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional to and different from what is normally available. The children may be added to the Special Educational Needs Register as SEN Support (if they meet the criteria listed earlier). 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.

## **6. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including**

### **6a - How the school evaluates the effectiveness of its provision.**

Each review of the Provision Plan will be informed by assessment information from teachers which will show whether adequate progress is being made which may be social, physical or academic.

The SEN Code of Practice (2015, p 95, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with 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.

### **6b - The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.**

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age, speech & language etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEND support plans will be reviewed and adjusted.

### **6c - The school's approach to teaching pupils with special educational needs and disabilities.**

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.

SEND Code of Practice (2015, p99 6.37)

At Newlands Primary School, we are working closely with the Academy Trust to ensure that the quality of teaching is consistently good or better.

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

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one or small group support, pastoral support, small group teaching, precision teaching, mentoring and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

#### **6d - How the school adapts the curriculum and learning environment for pupils with special educational needs and disabilities.**

At Newlands 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 and disabilities (and other children too). 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 follow the advice of education and health professionals such as occupational therapists and specialist teachers when adapting facilities, resources and the curriculum for pupils.

#### **6e - Additional support for learning that is available to pupils with special educational needs and disabilities.**

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.

Some pupils may require more support than is available through 'notional SEN funding' and in these instances, we may apply for top up 'High Needs Funding'. Detailed applications outlining provisions in place are made for each individual pupil through East Kent SEN. Funding usually runs for one year, after which time a new application has to be made by the school if required.

#### **6f - How the school enables pupils with special educational needs and disabilities to engage in activities of the school (including physical activities) together with children who do not have special educational needs or disabilities.**

All clubs, trips and activities offered to pupils at Newlands 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.

## **6g - Support that is available for improving the emotional and social development of pupils with special educational needs and disabilities.**

At Newlands 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 and indirect teaching for instance, Circle Time, Assertive Mentoring, PSHE 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; pastoral support, social skills groups, talk time with our Behaviour Mentor, referral to CAHMs, time-out space for pupil to use when upset or agitated.

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.

## **7. The name and contact details of the SEND Co-ordinator**

The SENCO at Newlands Primary School, is Mrs Leigh-Anne Hughes, who is a qualified teacher. She holds the following qualification - BA Ed (Hons) and Certificate of Competence in Educational Testing (CCET).

Mrs Hughes is available on 01843 593086 or mobile 07738240005

Mrs Hughes's working days are usually Monday, Tuesday, Wednesday and Thursday.

## **8. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and how specialist expertise will be secured**

Mrs Hughes – SENCO holds the qualification 'Certificate in Educational Testing' (CCET), enabling her to complete detailed assessments of children.

All teachers and teaching assistants have had the following awareness training:

Safeguarding

Attachment Training

ASD and ADHD awareness

Behaviour Management

Cued Articulation

Dyspraxia awareness

De-escalation techniques

EAL provision in the classroom

Makaton Signing

Precision Teaching

**Speech and Language**



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, Specialist Teaching and Learning Service, Foreland Fields Inclusion Service, St Anthony's Outreach, Educational Psychologist, Speech and language therapist, Occupational Therapists, physiotherapist, dyslexia specialists, Down Syndrome Awareness Charity etc. The cost of training is covered by the notional SEN&D funding.

#### **9. Information about how equipment and facilities to support children and young people with special educational needs and disabilities 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&D 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.

#### **10. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving them in, their education**

All parents of pupils at Newlands Primary School, are invited to formally discuss the progress of their children twice a year and receive a full written report at the end of the academic year. In addition, we are happy to arrange meetings outside these times. 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 and disability. All such provision will be recorded, tracked and evaluated.

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 may 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 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.

### **11. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education**

When a pupil has been identified as having 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.

### **12. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Dame Janet Primary Academy are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO or 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 an Education, Health and Care plan, 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.

### **13. How school involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils**

The governing body monitor the SEND provisions and the schools engagement with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with the Educational Psychology service
- Access to the local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with the requirement for direct therapy or advice
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc
- FEGANS charity for pastoral/counselling support

**14. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with clause 32**

The Information, Advice & Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412 412

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

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

**15. The school's arrangements for supporting pupils with special educational needs and disabilities in transferring between phases of education or in preparing for adulthood and independent living**

At Newlands 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. We also contribute information to a pupils' onward destination by providing information to the next setting, attending the transition meeting and arranging taster sessions.

**16. 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/specialeducational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

The Special Educational Needs & Disabilities section of the school website contains advice and support links for families. <https://www.newlands-tkat.org/school-closure-support/sen-resources/>