



**Federation of Shepherdswell
CE and Eythorne Elvington
Community Primary Schools**



SEND Policy

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

Children and Families Act 2014

SEN Code of Practice 2014

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

This policy should be read in conjunction with other school policies including: Behaviour/Discipline Policy; Equal Opportunities and Safeguarding Policies.

It was developed in liaison with teachers, staff and governors and will be reviewed annually. Parents have access via the school's website and are invited to feed back to the school.

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)*

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)*

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

At the federation of Shepherdswell and Eythorne Elvington (FSEE), we can make provision for every kind of frequently occurring special educational need with or without an EHCP (Education, Health and Care Plan). For instance dyslexia, dyspraxia, speech and language needs, Autistic Spectrum Disorder, ADHD, learning difficulties, hearing impairment and social or emotional 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

through for example the Specialist Teaching Service (via the LIFT process); School Nurses; Educational Psychologist.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The schools meet the needs of pupils with an Education, Health and Care plan through an enhanced admissions policy and close liaison with parents.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children, or those with other special educational needs.

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

At the FSEE, children's academic progress is monitored 6 times a year. We also use a range of assessments at various points during the year as necessary and include: Screening speech and language in EYFS, Phonic Screening in Year 1; Reading age assessments during the 1st or 2nd term and language assessments as necessary, including Speech Link, Language Link, Language for Learning.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This may include small group or 1-1 work in maths/literacy; differentiated daily phonic groups; listening skills groups; Fizzy; Language for Thinking and intervention programmes designed by the class teacher &/or SENDCO.

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 Eythorne Elvington, we are experienced in using the following assessment tools: Aston Index, Language Link and Speech Link and assessment which may indicate Dyslexia. We have access to external advisors who are able to use the appropriate assessment tools for individual children'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 better progress. These will be shared with parents, become part of the Class Provision Map, reviewed regularly, and refined / revised if necessary.

At this point we will have identified that the pupil has a special educational need (SEN) because the school is making special educational provision for the pupil which is highly 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 being 'vulnerable' to needing extra input and may add them to our Additional Needs register (AEN). 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 the identification of SEN is noted, parents will be notified.

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 Education Health Care Plans, & how the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support register will be informed by the views of the parents, SENDCO, class teachers and other staff members such as Teaching Assistants and the Senior Leadership Team. 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

For pupils on the SEN register, with or without an Education, Health and Care Plan (EHCP), there will be a regular 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 by the head teacher.

School's arrangements for teaching, assessing and reviewing the progress of pupils with special educational needs:

Every pupil in the school has their progress tracked regularly. 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 is often given by the class teacher as well as teaching assistants and includes those children who may be 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 meeting the Mainstream Core Standards advice set out by KCC, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. Language for Thinking; 1-1 or paired tutoring; Language through Colour or ICT packages etc.

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

At the FSEE 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.

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:

- Converting the ICT room to make a new classroom (EE)
- Addition of space for daily group work by converting old cloak room areas for KS2 & in the newly allocated library for KS1 (EE)

- Additional qualified teacher to work with vulnerable year group in the mornings (FSEE)
- Employment of a qualified SENCO with the accredited SEN training (FSEE)
- Adaptations to the whole of the outside area of the school, the foundation stage classroom and year 1 classroom to make is disability assessable including the addition of hand rails to the toilets. (EE)
- New sensory room (Sheps)

Additional support for learning that is available to pupils with special educational needs

The amount of support required for each pupil to make good progress will be different in each case and is listed on a class or individual provision map. In very few cases a very high level of resource is required (usually, but not always, for a child with an Education Health Care Plan.)

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 may provide additional funding to the school via High Needs Funding.

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 the FSEE are available to pupils with special educational needs &/or a disability, with an individual risk assessment carried out as needed. 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 the FSEE, we understand that an important feature of our schools is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSCHE, tutor time 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 can also provide the following: access to a counsellor via the school nurse wellbeing team; mentor time with member of senior leadership team; external referral to CAMHS; time-out space for pupil to use when upset or agitated etc. They would also have access to specific interventions design to support social and emotional needs.

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.

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: various aspects of teaching of SEN provision including maths and literacy; 1st aid; relevant medical training; phonics/Sounds Write etc. In addition, certain members of staff have received specialist training in: dyslexia, dyscalculia, Fizzy, Language through Thinking; Language Link, Speech Link, Language through Colour, Makaton, Paediatric 1st aid; Early Bird ASD and Social Story training etc.

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; The Elms School (via STLS), Aspen/Smile Centre; Educational Psychologist, Speech and language therapist, Occupational Therapists, Physiotherapist, Specialist Teaching & Learning Service (through the LIFT process) and School Nurses. The cost of training is covered by the notional SEN funding.

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.

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

All parents of pupils at the FSEE are invited to discuss the progress of their children three times a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times and the school has an 'open house' policy. Parents of children who are identified on the SEN register will have a copy of their child's personalised plan outlining the provision in place for their child. 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 necessarily imply that the pupil has a special educational need. All such provision will be shared with parents by the class teacher and for those on the census, recorded, tracked and evaluated on a Provision Map or Personalised Plan.

Parents will be actively supported to contribute to assessment, planning and review if, after normal provision shows less than expected progress is being made.

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.

The arrangements for consulting young people with special educational needs 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, specifically which targets they are working, as part of child conferencing as appropriate. All children with an EHCP will be invited to attend their Annual Review.

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 the FSEE are used for complaints about provision made for special educational needs. We encourage parents to discuss in the first instance, their concerns with the class or teacher, SENDCO 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 EHCP 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 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:

- Membership of LIFT for access to specialist teaching and learning service
- Educational Psychology service
- 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 SENDCO e.g. SENCO forum.

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):

IASK (Information, Advice & Support Kent) 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, Mon – Fri. 9-5 www.iask@kent.gov.uk & <https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/kent-parent-partnership-service>

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 the FSEE, we work closely with the educational settings used by the pupils before they transfer to us from Pre-school or when changing schools, 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. On Secondary transfer, SENDO meet in order to exchange confidential and updated SEN documents to the receiving school of children who are still on the Support Register of SEN. Those with EHC Plans are also discussed at the review during the year preceding transfer and to which the Secondary Support Leader/Aenco is invited to attend.

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

The local authority's local offer is published on:

www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer

and parents without internet access should make an appointment with the school for support to gain the information they require.