Lamberhurst St. Mary's CE Primary School

SEN & Disability Policy

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Written By	Mrs C. Belling
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Headteacher	Mrs C. Vickery-Booth
Chair of Governors	Mr P. Edgesmith
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Inspired by the Parable of the Sower, all children and adults in our inclusive Christian school community are able to thrive and flourish. Like seeds on good earth, all are nurtured with supportive loving care.



This policy will be reviewed following any lessons learnt and/or updates to national or local guidance and procedures.

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This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2015

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

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

Behaviour/Discipline Policy

Equality Information and Objectives

Child Protection Policy

Complaints Procedure

Accessibility Action Plan

Accessibility Policy

Supporting pupils with medical conditions policy

This policy will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

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)*

What types of SEN does the school provide for?

At Lamberhurst St. Mary's 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 needs, autism, ADHD, learning difficulties, behaviour difficulties and emotional needs. 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.

In accordance with the SEND Code of Practice, the school considers pupils' needs within the four broad areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These areas provide an overview of the range of needs that may be planned for. The school recognises that pupils may have needs across more than one area and that children's needs may change over time.

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.

An additional category known as 'Vulnerable' is also in place at Lamberhurst St Mary's. Pupils identified as 'Vulnerable' are those who fall just below the formal SEND criteria but have been diagnosed, recognised or identified as having an additional need. These pupils are carefully tracked and monitored.

We also have access through the Weald 1 Community of Schools to external advisors including Educational Psychologists, Specialist Teaching and Learning Service (STLS), SEN Inclusion Advisers and other specialist professionals who can offer advice, support and guidance regarding next steps for pupils with SEND.

Identification and Assessment of Special Educational Needs

At Lamberhurst St Mary's Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of tools and assessments with all the pupils at various points.

In the Early Years/Reception these include 'Baseline Assessment' (which is completed in Term 1 Reception). Attainment and progress are also measured against the criteria in 'Development Matters' and the 'Early Learning Goals'. Alongside summative assessment (formal curriculum assessment), ongoing teacher assessment takes place on a daily basis and is recorded in a variety of ways. These daily reviews then feed directly into planning and inform professional dialogue in order to tailor learning to individual needs.

In Key Stage 1 (Years 1 & 2) and Key Stage 2 (Years 3-6) provision, we also use a range of assessments with all the pupils at various points: e.g. Y1 phonics screening, speech link, language link, spelling age, reading age, Year 4 Multiplication Check, SATs, etc. alongside attainment and progress measures taken throughout the year made against national curriculum criteria. These will also be formally assessed and reported three times per year using PIRA, PUMA and GAPs Tests with interim reviews taking place a further 3 times during the school year. Pupils in Years 4, 5 and 6 also undertake CAT Tests at the beginning of each academic year.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are: Visual Timetables, Task Management Boards, small group booster support in Spelling / Phonics, Precision Teaching Methods, 1:1 RWI reading support, Drawing and Talking Therapy, Sensory Circuits, IDL, and Touch, Type, Read, Spell (TTRS).

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 Lamberhurst St Mary's Primary School we are experienced in using assessment tools such as Speech Link, Infant Language Link and Junior Language Link.

We also have access via the 'Communities of Schools' to external advisors including Educational Psychologists and The Specialist Teaching Service who can offer advice about next steps.

Personalised plans are written for pupils who require additional support to the High-Quality Teaching in each class. Targets are set and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. Where there are any modifications/changes in identification of SEN parents will be notified.

We will ensure that all teachers and support staff who work with any child identified as having SEN are aware of the support to be provided and the teaching approaches to be used via provision plans.

Evaluating the Effectiveness of SEND Provision

Each review of the personalised plan will be informed by the views of the pupil (where appropriate), parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. These reviews will take place at regular intervals specifically associated with the nature of the SEN in mind and identified intervention(s).

The *SEN Code of Practice (2015, 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.

Assessing and Reviewing Progress

In addition to daily formative assessment, 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 etc. The assessments we use at Lamberhurst St Mary's Primary School have been referred to in 'Identification and Assessment of Special Educational Needs'. 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 personalised plan / provision maps will be reviewed and adjusted.

Quality First Teaching and Inclusive Practice

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)*

At Lamberhurst St Mary's Primary School the quality of teaching is judged to be good.

High-quality adaptive teaching is the first response to meeting the needs of pupils with SEND. Staff utilise the Kent Mainstream Core Standards and evidence-informed approaches to ensure barriers to learning are identified and addressed at the earliest opportunity.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments such as one to one tutoring,

precision teaching, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

Curriculum Adaptation and the Learning Environment

At Lamberhurst St Mary's 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.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school has the following provision as part of the school's accessibility planning:

Disabled toilets (2) on Ground level (Harris Suite and next to School Office, Level 1 Girls and Boys pupil toilets, Level 2 Disabled toilet.

Disabled access to the school playground, via sloped access.

Push button access to main doors activated by the office.

DDA compliant doors and corridors.

Building expansion work (Feb 2015) is DDA compliant and took account of disabled pupil needs.

All Weather Sports Pitch (Aug 2015) included new tarmac path from existing pathway to the pitch area.

SEND Funding and Additional Support

The school receives funding within its delegated budget to support pupils with SEND and additional needs. This includes notional SEND funding, together with any additional funding streams available to promote inclusion and support pupils with more complex needs.

Where a pupil requires provision beyond that which can reasonably be provided through ordinarily available provision, the school may seek additional support through the Kent Inclusion Fund, the Weald 1 Community of Schools, or other Kent High Needs funding mechanisms. Applications are evidence-based and demonstrate the pupil's needs, provision already in place and intended outcomes.

Participation in the Weald 1 Community of Schools enables the school to work collaboratively with local schools when considering inclusive provision, allocating locality resources and sharing specialist expertise to support children and young people with SEND.

Inclusion in School Life

All clubs, trips and activities offered to pupils at Lamberhurst St Mary's 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.

Emotional Wellbeing, Social Development and Mental Health

At Lamberhurst St Mary's 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 RSHE and Zones of Regulation, and indirectly with conversation with adults throughout the day.

For some pupils with the most need for help in this area we also can provide the following: counselling (via external referral to Spurgeons), Drawing and Talking Therapy, time-out/reflection space for pupil to use when upset or agitated, personal reward charts, etc.

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.

Leadership, Governance and Accountability

Responsibility for SEND provision is shared across the school. Strategic leadership is provided by the Headteacher, SENCO and Governing Body, who work together to ensure statutory responsibilities are fulfilled and an inclusive culture is promoted.

The SENCO role at Lamberhurst St Mary's Primary School is shared by Mrs Carla Belling, who is a qualified teacher and has been a SENCO continuously since before 1 September 2009. She is, therefore, not required to undertake the National Award for SEN Co-ordination introduced for all new SENCo's.

Carla Belling is available on 01892 890281 or senco@lamberhurst.kent.sch.uk

The Governing Body, working with the Headteacher and SENCO, has responsibility for ensuring that the school fulfils its statutory duties towards pupils with SEND and promotes an inclusive culture in which pupils with additional needs are able to participate fully in school life.

The Governing Body will:

- ensure that the school has regard to the SEND Code of Practice and complies with its duties under relevant SEND and equality legislation;
- ensure that appropriate provision is made for pupils with SEND and that they are able to engage in the activities of the school alongside their peers wherever possible;
- monitor the effectiveness of the school's SEND provision and the progress and outcomes of pupils with SEND;
- ensure that the school's approach to SEND is reflected in relevant policies, the SEND Information Report and Accessibility Plan;
- monitor the strategic use of resources and funding available to support pupils with SEND and inclusion;
- ensure that SEND is considered within the school's wider strategic planning, curriculum, staffing and professional development;
- provide appropriate challenge and support to school leaders regarding the identification, provision and outcomes for pupils with SEND;
- ensure that the views of pupils and their parents/carers are considered in the development and review of SEND provision; and

- ensure that arrangements are in place to support the SENCO in carrying out the strategic responsibilities of the role.

Staff Expertise and Professional Development

Teachers and Teaching Assistants have had the following SEND training:
Adaptive Teaching, Autism Education Trust, Dyslexia, Dyscalculia, Emotionally Bases School Avoidance, Drawing & Talking, Precision Teaching, The Incredible 5-point scale, IDL, Speech and Language Therapy via The Pod, Attachment, Sensory Circuits, Sensory Processing, Clever Fingers, Zones of Regulation, Mainstream Core Standards, Widgit, Colourful Semantics, De-escalation Training, Safe-handling, Developmental Language Disorder (DLD).

Staff access a wide range of professional development opportunities through Kent County Council, specialist services and the Weald 1 Community of Schools. Training may be delivered by Educational Psychologists, Specialist Teachers, Speech and Language Therapists, Occupational Therapists, SEN Inclusion Advisers or other recognised SEND professionals.

Specialist Resources, Equipment and Facilities

Where specialist equipment or facilities are recommended, the school may use its delegated SEND budget, access support through the Kent Inclusion Fund, or seek additional resources through the Weald 1 Community of Schools and other relevant funding streams.

Partnership with Parents and Carers

All parents of pupils at Lamberhurst St Mary's Primary School are invited to formally discuss the progress of their children at twice yearly meetings 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 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.

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.

Pupil Participation and Person-Centred Planning

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 (if appropriate). 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.

Resolving Concerns and Complaints

The normal arrangements for the treatment of complaints at Lamberhurst St Mary's Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Headteacher to resolve the issue before making a complaint formally through the complaints policy.

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.

Multi-Agency Working and External Support

The school works collaboratively with education, health, social care and voluntary sector professionals to identify and meet the needs of pupils with SEND. The school also works closely with the Weald 1 Community of Schools to promote inclusion, share expertise and facilitate access to specialist support and funding opportunities.

Information, Advice and Support for Families

Information Advice and Support Kent (IASK) provides free, and confidential, advice, 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 30 00 / Email: iask@kent.gov.uk

Information, Advice and Support Kent (IASK) - Kent County Council

Transition and Preparation for Change

At Lamberhurst St Mary's 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 is a seamless as possible:

- Close links with Pre-schools in our area with pre-start school visits during Term 6
- Year R teachers visit all Pre-school settings prior to transition.
- Year to year transition meetings in Term 6 between class teachers and TA's
- Transition to secondary settings is supported through completion of transition documentation and records by the Year 6 teacher, secondary school staff visits to Lamberhurst St Mary's, Secondary Experience days for Year 5 & Year 6 pupils, Pupil and parent secondary visits, additional visits to secondary settings for SEND and other vulnerable pupils
- Bespoke Induction for all 'In Year' admissions.

Kent SEND Local Offer

The school's SEND Information Report is available on the school website.

The local authority's local offer is published on the website:

About the SEND local offer - Kent County Council

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.