



Bethersden Primary School

Dedicated to excellence

SPECIAL EDUCATIONAL NEEDS **AND DISABILITY POLICY**

September 2017



1. Introduction

Bethersden Primary School's SEND policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools - Special Educational Needs Co-ordinators
- Schedule 1 regulation 51- Information to be included in the SEN information report
- Schedule 2 regulation 53 - Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

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

- Behaviour Policy
- Equality Statement and Policy
- Safeguarding Policy
- Homework Policy
- Complaints Policy
- Learning and Teaching Policy
- Admissions Policy

Information about SEND (Special Educational Needs and Disability) provision and teaching strategies is also to be found on:

- The School Improvement Plan
- School Website

This SEND Policy has also taken account of advice from the LEA (Local Educational Authority) and local policy initiatives on the local offer from the Ashford Local Inclusion Forum TEAM (LIFT).

This policy document is a statement of the aims, principles and strategies to ensure the rapid identification of, and effective and efficient provision for children with SEND at Bethersden Primary School. It provides a framework for the identification of, and provision for these children. It is written to benefit all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin. It will also enable equality of access to the curriculum in an environment where every child is valued. It was developed to give details of the engagement and participation process that involved parents and the Governing Body.

This policy will be reviewed annually.



2. 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)*

3. 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)*

4. The kinds of special educational need and disability for which provision is made at Bethersden Primary School

At Bethersden Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

- Visual impairment
- Autism
- ADHD
- Speech, language and communication needs
- Profound & Multiple Learning 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 Bethersden 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.

- EYFS in the first year of primary school
- Y1 phonics screening
- Speech Link
- Language link
- Reading Age Assessments
- Reading, Writing and Maths assessments
- Specific assessments that may identify particular needs, such as Memory Magic, Fizzy, Language for Learning, the Boxall Profile

There are also end of Key Stage assessments.

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:

- 1:1 support
- Targeted small group support both within the class setting and outside
- The use of particular resources to support a need e.g. access to specific ICT software, Toe by toe (Spelling)
- Speech and Language groups
- Nurture groups

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

- Speech Link
- Language link
- Language for Learning
- Lucid COPs
- The Boxall Profile

We also have access to external advisors who are able to use a wide variety of specialist assessments.

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 and reviewed regularly, and revised when necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.



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

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

6. Information about Bethersden Primary School's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

6a. How Bethersden Primary School evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

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

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

6b. Bethersden Primary School's arrangements for assessing and reviewing the progress of pupils with special educational needs

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 of reading age, spelling age etc. The assessments we use at Bethersden Primary are listed in section 2. 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 SEN support plan will be reviewed and adjusted.



6c. Bethersden Primary School's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

At Bethersden Primary School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards (advice developed by Kent County Council to ensure that our teaching conforms to best practice. The current Mainstream Core Standards can be found at:

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

A link is also provided on the SEND page of the school website.

In meeting the Mainstream Core Standards, Bethersden Primary School employs some additional teaching approaches, as advised by internal and external assessments (e.g. one to one precision teaching and mentoring, 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'.

6d. How Bethersden Primary School adapts the curriculum and learning environment for pupils with special educational needs

At Bethersden 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 Governors have recently made the following improvements as part of the school's accessibility planning:

Buildings

- Any new building takes into account the needs of abled and non-abled children

Training of staff

- All staff receive SEND advice and guidance. Specific training is provided to all staff (this includes sessions from specialists as well as designated training time during staff meetings)

Where necessary, other adjustments will be made considering buildings, curriculum, training of staff.



6e. Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for children requiring SEN support. The amount of support required for each child to make good progress will be different in each case. Support includes:

- Maths Interventions
- Phonic support
- English Interventions
- Speech and language Groups
- Homework Clubs
- ASD/ Vulnerable children support groups
- Nurture Groups

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 (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015).

6f. How Bethersden Primary 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 Bethersden Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / 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 Bethersden Primary School we understand that an important feature of the school is to enable all children to develop emotional resilience and social skills, both through direct teaching (for instance PSHE, circle time, drawing and talking therapy, nurture groups, 1:1 with an adult) and indirectly with every conversation adults have with children throughout the day.

For some children with the most need for help in this area we also can provide the following:

- Support from Family Liaison Officer
- Access to time with a trusted adult
- External referral to CAMHs or other agencies
- Time-out space for a child to use when upset or agitated etc.



Children 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 children who do not need this support.

7. The name and contact details of the SEN Co-ordinator

The SENCO at Bethersden Primary School is Becky Simmonds, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Becky Simmonds is available on 01233 820479 or bsimmonds@bethersden.kent.sch.uk.

8. 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

Teachers and teaching assistants have had the following awareness training:

- Dyslexia
- Speech and Language
- ASD
- Down Syndrome
- Asperger's Syndrome
- Dyspraxia
- Dyscalculia
- Clicker
- Gross and fine motor skills - Fizzy and Clever Hands training
- Language Link
- Speech Link
- Numicon Training

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:

- Special Schools- Wyvern and Goldwyn
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Dyslexia specialists
- Specialist Teaching service

The cost of training is covered by the notional SEN funding.



9. 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.

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 Bethersden Primary School are invited to discuss the progress of their children on two formal occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

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.

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 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.



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 Bethersden 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 formal complaint 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 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 is aware that the school can make use of the following support from these bodies:

- LIFT for access to specialist teaching and learning service
- Educational Psychology service
- Disabled Children's Service for support to families for some children with high needs
- Local Authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services / Physiotherapy Services for children with a requirement for direct therapy or advice
- Professional networks for SENCO e.g. SENCO forum.



14. The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

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. Also 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

www.kent.gov.uk/iask

15. 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 Bethersden Primary School we work closely with the educational settings used by the children before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. Communication between the school and pre-school settings ensure that we have background knowledge of the children before they join us. There are transition times where the children join us for a range of different activities and where the parents can meet the teacher. SEN and provision are discussed with the parents and the pre-school setting before the child joins the school and with any other professionals who may be working with the child. These meetings will continue to ensure that the needs of the child are being met throughout the year, dependent on the need.

We also contribute information to a child's onward destination by providing information to the next setting. For a child with SEN, transition arrangements will begin in Year 5 and the SENCO from the secondary setting will liaise directly with Bethersden Primary School. This may mean that the child will visit the secondary school on more occasions than a child without SEN. Parents will also be involved in this transition process and will be invited to the secondary school to view their provision. Where other professionals are involved with the child, they will also be involved in the transition process.



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/special-educational-needs/local-offer-your-voice>

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