




# KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	<b>Special Educational Needs and Disability Policy and Information Sharing Document</b>	
Date Written:	November 2014	
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Updated By Who:	SENCo	
Policy Originated from:	Kingsnorth Primary School /KCC	
Date To Be Reviewed:	May 2019	
Policy Approved By:	SLT:	
	Staff:	
	Governors:	

**Our Vision Statement:**

**Kingsnorth...the best days of OUR lives!**

**Kingsnorth Values Statement**

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

**Our 5 Key Christian Values are:**

Thankfulness, Friendship, Trust, Compassion and Endurance

**Statement of Intent**

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

**Inclusion and Equal Opportunities**

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



# **Kingsnorth Church of England Primary School**

## **Special Educational Needs & Disability Policy/**

### **SEND Information Report**

**Issued by the Governing Body on 04/12/2014 – Updated Yearly by  
the SENCo. (Last updated May 2018)**

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,
- Anti-Bullying Policy,
- Equalities Policy,
- Safeguarding Policy,
- Complaints Policy

This policy was developed with the engagement and participation of the staff, parents and carers, representatives from the governing body and parents and friends association and parents of children with special educational needs, and 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 (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 (2015, p5)*

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

At Kingsnorth CEP School we can make provision for every kind of frequently occurring Special Educational Need that does not require a Statement of Special Educational Needs or Education, Health and Care Plan, for instance dyslexia, DCD (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. For example, we currently have a child with a very rare genetic condition and the school has had extra training delivered by the experts in that field.

The school also currently meets the needs of a pupil with a Statement of Special Educational Need/Education, Health and Care plan, with the following kinds of special educational need: this includes Health and Self Care, Learning Needs and Behaviour, Emotional and Mental Health. **Decisions on the admission of pupils with a Statement of Special Educational**



**Need or Education, Health and Care plan are made by the Local Authority which is Kent County Council (K.C.C.).**

The admission arrangements for pupils without a Statement of Special Educational Needs/ Education, Health and Care Plan, do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2. Information about the policy for identification and assessment of pupils with SEN.**

At Kingsnorth CEP 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 these include:

- Y1 phonics screening, (June)
- Phonic assessments (Termly)
- EYFS Profile (June)
- SATs Test in Yr. 2 and 6 (May)
- CATs Tests (Cognitive Ability Tests) in Year 5 (July)
- NFER Assessments – Yr.2 to 5 (3 times a Year)
- Speech link, (September/October)
- Language link, (September/October)
- Junior Language Link (As needed)
- Reading age (Star Tests- When required)
- Formative and Summative assessment (As required)

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:

- Differentiation
- Intervention in Reading, such as 'Better Reading Partnerships'
- Support in Phonics through Read, Write Inc groups and 1 to 1 groups
- Intervention in Maths
- Teacher Lead Booster Groups
- IT Software, such as Clickr 7, My Maths and Mathletics
- Intervention Groups For Reading, Writing, Handwriting and Maths including RWI Spelling/Handwriting
- Use of Accelerated Reader Program, targeted at age and stage
- Daily Reading with an Adult
- TA Supported Group work
- Language through Colour



- Year 5 and 6 Booster Groups and Easter School
- 1:1 Tuition

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 Kingsnorth CEP School we are experienced in using the following assessment tools:-

- Lucid Rapid
- Lucid Lass (Rapid and Lass are computer based and highlight areas associated with Dyslexia)
- Language Link
- Speech Link
- Junior Language Link (Speech, Language and Junior Link assess children's language and speech skills)
- Language for Learning
- The British Picture Vocabulary Scale
- Star Reading Assessments
- Sandwell Maths assessment
- BURT Reading age test
- White Rose Maths Assessments

The purpose of these assessments identifies different resources and approaches that may be needed to support a child to make progress. The assessments will be shared with parents and if a need is identified, the support will be put in place through a support plan called a 'Provision Map'. These will be reviewed regularly at Pupil Progress Meetings by the class teacher and refined if necessary. At this stage a child may not be identified as having 'Special Educational Needs' but may need to work on identified areas to help them make progress.

Where this is not enough, and a pupil may continue to need resources, including teaching, that is additional to, or different from, that of their peers, we will identify them as having Special Educational Needs.

After a period of time, if the child is able to maintain good progress without the need for an additional or different approach, the child will no longer be identified as having SEN (Special Educational Needs). When any change of identification in SEN is made parents will be notified.

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



We also have access to external advisors, such as Educational Psychologists (EP) and Specialist Teachers through the Specialist Teaching and Learning Service (STLS). These services are able to use specialist assessment tools to identify need.

Below is an outline of what the Educational Psychologist does to support children, schools and parents.

Educational Psychologist – Helps to identify children’s needs by developing targeted support to address those needs.

Assessments available:

- Cognitive abilities – a wide range of assessments to help identify strengths in children’s cognitive abilities. Assessments can include the British Ability Scale version 3, Wechsler Intelligence Scale for Children version IV, NEPSY-II (neuropsychological assessment), Working Memory Rating Scale, Naglieri (non-verbal reasoning assessment), Ravens assessments of non-verbal reasoning, Behaviour Rating Inventory for Executive Functioning (BRIEF), British Picture Vocabulary Scale second edition and a range of Dynamic Assessment materials
- Literacy skills – Comprehensive Test of Phonological Processing version two (CTOPP-II), Phonological Assessment Battery version two (PHAB2), Phonological Assessment Battery Test Materials, York Assessment of Reading for Comprehension (YARC), Wide Range Achievement Test 4th Edition (WRAT4), Test of Word Reading Efficiency 2nd Edition (TOWRE2), New MacMillan Reading Analysis and the Wechsler Individual Achievement Test 3rd Edition (WIAT-III)
- Numeracy skills - Wechsler Individual Achievement Test 3rd Edition (WIAT-III), Wide Range Achievement Test 4th Edition (WRAT4) and the Dyscalculia Screener
- Communication and Interaction skills –Children Communication Checklist – 2 (CCC-2), Assessment of Comprehension and Expression (ACE), Vineland (social communication assessment), Social Responsiveness Scale version two (SRS-2) and the Children’s Autism Rating Scale version 2 (CARS2)
- Emotional and behavioural assessments – Beck Youth Inventories, Boxall Profile, Measures of Children’s Mental Health and Psychological Well-Being, Pupil’s Attitudes to Self and School, Parent-Child Relationship Inventory, Resiliency Scale for Children and Adolescents, The Self Image Profiles and the Bene-Anthony Family Relations Test
- Physical development including fine motor skills – Detailed Assessment of Speed of Handwriting Skills (DASH), Movement ABC2, Schedule of Growing Skills, Adaptive Behaviour Assessment System version II (ABAS-II), Sensory Profile, Early Childhood Environment Rating Scale.

If the school feels that it is necessary to involve an EP for the identification of need for an individual child, the SENCo will request for this to happen by completing an Educational



Psychology Service Request Form. This form is completed by teachers alongside parents, who give written permission before a request is accepted. This service is a bought-in service paid for by the school/Trust.

The purpose of these more detailed assessments 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 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 to 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 it, he or she will not be identified with special educational needs. When any change in identification of SEN is made parents will be notified.

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

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

#### **3a. How the 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/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

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 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.





### **3b. 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 six times per year. In addition to this, pupils with Special Educational Needs may have more frequent assessments of reading age, maths progress etc. The assessments we use at Kingsnorth CEP School 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.

### **3c. The 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 (2015, 6.37)*

In Kingsnorth CEP School the quality of teaching was judged to be good in our last OFSTED inspection.

At Kingsnorth CEP School we follow 'Kent's Mainstream Core Standards' which give advice on how to ensure that our teaching conforms to best practice. These were developed by Kent County Council and can be found by using the following link.

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





### **3d. How the school adapts the curriculum and learning environment for pupils with special educational needs.**

At Kingsnorth CEP 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 Statements of Special Educational Needs or Education, Health and Care Plans.

The school has a comprehensive Accessibility Audit/Plan that can be viewed on the school's website.

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.

#### **Building**

- Two additional disabled parking bays
- Adaptions to toilet areas to allow easier access to taps and sinks
- UV filming to the outside doors and windows
- Air Conditioning

Kingsnorth CEP School was built with disabled access in mind: toilet and shower facilities, hearing loops and wheelchair access doors.

#### **Training**

- Staff training on the new code of practice, delivered by the Educational Psychologist
- Staff training on 'Structured Conversations' and the Achievement For All Programme
- Whole staff training on implementing the Read Write Inc. programme including the 'One to One' intervention package
- All Teaching Assistants have received 'Lego Therapy' training
- Staff have also attended various training, as required, which has included use of maths manipulatives, ASD/ADHD awareness, Fizzy and Clever hands training, Makaton, Cued Articulation, Speech and Language small group support training, Read, Write Inc. Spelling, Language through Colour, Clicker 7.
- ASD Champions course has been completed by the SENDCo and 3 of the Teaching Assistants are also completing this course to provide expertise for children with Autistic Spectrum Disorder.



All future training will be dependent on the needs of the children and the knowledge and experience of the staff to ensure that pupils receive 'Quality First Teaching' at whatever level the children are at.

**3e. 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 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 Maps.

A Provision Map sets out, in a written form, the support through intervention that a child may receive as part of the provision they may require to make progress. Children do not have to have a Special Educational Need to be included on a provision map. It may be that they require extra assistance for a short period of time in order to make progress.

In a **very** few cases a **very** high level of resource is required. The funding arrangements require schools to provide up to £6000 per year, per child, of resource for pupils with high needs, and above that amount the Local Authority should provide top ups to the school.

**3f. 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 Kingsnorth CEP 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.

**3g. Support that is available for improving the emotional and social development of pupils with special educational needs.**

At Kingsnorth CEP 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 using our Christian ethos, Personal, Social, Health and Economic education (PSHE), Social, Moral, Spiritual and Cultural (SMSC) teaching, Assemblies, Circle 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 play therapy, mentor time with member of Senior Leadership Team, external referral to a Child and Adolescent Mental Health practitioner (CAHMs), time-out space for pupil to use when upset or agitated, Lego Therapy, Social Circle Time, Time with the Family Liaison Officer (FLO), SENCo, Senior Leadership Team, Class Teacher or Teaching assistant, 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.

#### **4. The name and contact details of the SEN Co-ordinator.**

The SENCO at Kingsnorth CEP School is Mrs Amanda Love, Assistant Head and SENCo, Bed (Hons) PGCE NPQH, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Amanda Love is available on 01233 622673 or [amlove@kingsnorth.kent.sch.uk](mailto:amlove@kingsnorth.kent.sch.uk), during term time.

#### **5. 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 awareness training for the implications of the Code of Practice and implementation of provision maps and using the 'Mainstream Core Standards', Team Teach behaviour management training and Achievement for All training . Other training that develops expertise in line with the needs of particular children will be accessed by staff as required in an ongoing programme of continuous professional development.

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, Kent County Council, Special Schools, Educational Psychologist, Specialist Teaching Service, Speech and Language Therapist, Occupational Therapists, Physiotherapist and Dyslexia Specialists etc. The cost of training is covered by the notional SEN funding.



**6. 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 special 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 K.C.C. Communication and Assistive Technology team.

**7. Arrangements for consulting parents of children with special educational needs about, and involving them in, their education.**

All parents of pupils at Kingsnorth CEP School are invited to discuss the progress of their children at Parents' Evening consultations, as well as receiving a written report twice per year from their child's class teacher. Parents of children who are on The 'Achievement for All' scheme will have meetings with the Class Teacher at least 3 times a year. In addition, we are happy to arrange meetings outside of these times to discuss progress and any concerns parents may have.

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 and/or in the A4A meetings.

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 a statement of SEN or Education, Health and Care Plan will be invited to contribute and to attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information gathered to support this process from all agencies involved, will be made accessible for parents.

**8. Arrangements for consulting young people with special educational needs 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.

**9. 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 Kingsnorth CEP School are used for complaints about provision made for Special Educational Needs. We encourage parents to discuss their concerns with the Class teacher, Team Leader, SENCO, Assistant Head Teacher or Deputy Head Teacher and finally the Head Teacher, 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.

**10. 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:-

- Free membership of LIFT (Local Inclusion Forum Team) for access to specialist teaching and learning service
- A Service Level Agreement with the Educational Psychologist
- 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.
- Ability to make ad hoc requests for advice from the School Nursing Service
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN

**11. 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. It also helps parents and young people 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)

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.**

At Kingsnorth CEP 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. Information is received from a number of sources when children transfer to our school from an Early Years Setting. Our Teachers meet with Nursery staff and the children in the setting before starting school. Where a child has been identified with SEN, the SENCo will also visit to discuss the provision in place and future plans.

Transition Meetings will also be arranged with the Specialist Teaching and Learning Service, Educational Psychologist and/or Speech and Language and the SENCo, Class Teacher and



Parents. The information that is also in the 'My Unique Story' document is also used to aid transition. This document is completed by the Early Years setting and a copy given to both parents and the receiving school. Class Teachers also make a 'Home Visit' to discuss any concerns parents may have.

'New Parents Evenings' are also used to give information to parents and where parents can ask questions and speak to the SENCo about arrangements for starting school.

We also contribute information to a pupils' onward destination by providing information to the next setting.

For children who are transferring to secondary school, our school, Kingsnorth CEP School liaises with the Secondary schools and their SENCOs where required. Documents with Attainment and need are completed and are also shared the feeder Secondary schools. For those children who have Statements or EHC Plans, Annual reviews will take place as a means to share information with the receiving schools.

**13. 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](http://www.kent.gov.uk/education-and-children/special-educational-needs) and parents without internet access should make an appointment with the SENCO to obtain a 'hard copy' of this document.

Approved by the GB on .....8<sup>th</sup> June 2017.....

Next review on .....May 2019.....