



Kingsnorth Church of England Primary School

SEN & Disability Policy/SEN Information Report

This 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/Discipline 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 (2014, 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 without an Education, Health and Care Plan, for instance dyslexia, DCD (dyspraxia), speech and language needs, autism, 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 a Education, Health and Care plan with the following kinds of special educational need: Health and Self Care, Autism, Learning Needs and Behaviour, Social Emotional and Mental Health. 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.

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) Year 2 (Dec)
- Phonics assessments (Termly)
- SATs Test in Yr. 2 and 6 (May)
- CATs Tests (Cognitive Ability Tests) in Year 5 (July)
- NFER Assessments – Year 2 to Year 5 (3 times a year)
- Speech link, (September/October)
- Language link, (September/October)
- Reading age (Star Tests- When required)
- Lucid Rapid (As needed)
- Formative and Summative assessments (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
- Intervention groups for Reading, Writing, and Maths
- Daily reading with an adult
- Accelerated reader program, targeted at age and stage
- Teaching Assistant supported group work
- Year 5 and 6 Booster Groups
- 1:1 Tuition
- The Learning Village



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
- Infant Language Link
- Speech Link
- Language for Learning
- The British Picture Vocabulary Scale
- Star Reading Assessment
- Sandwell Maths Assessment
- BURT Reading Age test
- White Rose Maths Assessment

We also have access to external professionals who are able to use a range of assessment tools to support the school with a more detailed assessment to understand what additional resources and different approaches are required to enable the pupil to make better progress. The assessments will be shared with parents and any recommendations identified will be put into place through a support plan which is 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 it 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.

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.

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 (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 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.

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.

ALL children in EYFS, Year 1, Year 2, Year 4 and Year 6, are required to have a number of national assessments (SATs, EYFS Baseline, Phonic Screener and Multiplication assessment) which are reported to Kent County Council and the DfE. Children with SEND have a number of mechanisms that allow them to have extra support at these times if this is 'usual classroom practice'. This support can be in the form of extra time (for children with an EHCP), use of scribe, amanuensis, rest breaks, reader or prompter. The circumstances in which these are applied for are reviewed by the SENCo and class teacher on a case by case basis.

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 (2014, 6.37)*

At 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 using the following link. [Special educational needs mainstream core standards \(kelsi.org.uk\)](https://www.kelsi.org.uk/special-educational-needs-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 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.

Building

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

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
- 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, Fizzy and Clever hands training, Language through Colour, Clicker 7.
- Whole School training for the Autism Education Trust
- Nurture UK Training
- Team Teach Training – Training for behaviour needs.

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 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 map. It may be that they require extra assistance for a short period of time in order to make progress. In 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 up 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 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

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 are we can also provide the following access to play therapy, mentor time with a member of Senior Leadership Team, external referral to a Child and Adolescent Mental Health practitioner (CAMH'S), time-out space for pupils 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. Kingsnorth CEP School also has 4 trained Emotional Literacy Support Assistants (ELSA)

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 Miss Denise Moore, Assistant Head and SENCO, BEd (Hons), PGCE who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Miss Moore is available on 01233 622673 or senco@kingsnorth.kent.sch.uk.



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' and ASD Champions course

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 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.

7. The 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 a year from their child's class teacher. In addition, we are happy to arrange meetings outside 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.

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 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. The 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. 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 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, Phase Leader, SENCO, Assistant Head Teacher, Deputy Head Teacher or 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 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.

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 Educational Psychologist
- Access to additional EP services
- 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 Team.



- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc
- Inclusion Quality Mark accreditation

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 discussion 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

HELPLINE: 03000 41 3000 **Office:** 03000 412412 **E-mail:** iask@kent.gov.uk
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 with the feeder Secondary schools. For those children who have 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 and parents without internet access should make an appointment with the SENCO to obtain a 'hard copy' of this document.