

Platts Heath Primary School

SEN & Disability Policy



Key Contact Personnel in School

Emma Hickling: Executive Headteacher

Piers Anscomb: Headteacher

Samantha Branchett: Office Manager

L. Schulze: SENCO

Named SEN Governor: Fiona Reeves

Date: March 2018

Review Date: November 2018

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 Policy, Equalities Policy, Safeguarding Policy, Complaints Policy and Curriculum and Subject Policies.

This policy was developed in conjunction with a group of parents/carers, representatives from the governing body and parents of children with special educational needs (SEN).

This 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 Platts Heath Primary School we are able to meet the needs of pupils and make provision for every kind of frequently occurring SEN without a statement of special educational needs, as well as children with an existing statement/Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger syndrome, Down's syndrome, attention deficit disorder, learning difficulties and behaviour difficulties. There are other kinds of SEN which do not occur as frequently and with which the school is less familiar, but we can access training and advice to ensure that these kinds of needs can be met.

Decisions on the admission of pupils with a statement of SEN/Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of SEN/Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with SEN.

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

At Platts Heath Primary School we monitor the progress of all pupils five times a year to review their academic progress. We also use a range of assessments and assessment tools with all the pupils at various points, for example: annual Y1 phonics screening, regular speech/ language link assessment, regular P Scale assessment. Assessments can be adapted to the needs of the individual child.

Where progress is not sufficient, even if a SEN has not been identified, we introduce extra support to enable the pupil to catch up. We are able to provide targeted interventions delivered by either a trained teaching assistant or fully qualified teacher. These include:

- positive play
- reward charts
- reading rulers
- scribe if required
- extra time can be applied for during assessments
- reading booster groups
- phonics groups
- maths groups
- writing groups
- Fizzy
- Lego Therapy
- Write from the Start
- Clever Fingers

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Platts Heath Primary School we are experienced in using the assessment tools as described above, and we can arrange access to external advisors including Educational Psychologists, Physiotherapists, Speech Therapists, Educational Welfare Team, Family Liaison Officer, who are able to assess what is required and provide appropriate support to work alongside the school to provide the support that the individual pupil requires.

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. The outcomes will be shared with parents and reviewed regularly, and refined or revised if necessary. At this point we will have identified that the pupil has a SEN because the school is making special educational provision for the pupil which is in addition and different from 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 SEN. If the pupil is able to maintain good progress without the additional and different resources, the pupil will not be identified with SEN. 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 pupil 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 will be informed by the views of the pupil, parents/carers and class teachers, and the assessment information from teachers 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 all pupils receiving additional support, 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 five times per year. In addition to this, pupils with SEN may have more frequent assessments. Please refer to the list in section 2. Using these, it will be possible to see if pupils are increasing their level of skill in key areas.

If these assessments do not show adequate progress is being made, the planned provision 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 (2014, 6.37)*

At Platts Heath Primary School the quality of teaching was judged to be 'good' by our last Ofsted inspection in 2015.

At Platts Heath Primary School we follow the advice in the Mainstream Core Standards, developed by Kent County Council, on how to adapt the curriculum and the learning environment for pupils with special educational needs to ensure that our teaching conforms to best practice.

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, and small group intervention with precision 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'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Platts Heath Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with SEN. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of SEN/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 and commitments as part of the school's accessibility planning:

- The early years outside area has been completely renewed and improved.
- Any training needs are identified through staff performance management and addressed accordingly.
- To promote SEN and disability in a positive way through teaching and providing relevant resources to support this.
- To use visual prompts where necessary to relay instructions, timetables and behaviour expectations.
- Ensure all structural change/improvement allows equality of access for physical disability.
- Ensure that wheelchair users would be able to access the school through the purchasing of a ramp.

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 termly provision map. 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.

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 Platts Heath Primary School are available to pupils with SEN either with or without a statement of SEN/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 Platts Heath 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 PSHE, assemblies, school trips, playground leaders 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 also can provide the following: access to counselling, time as required with member of staff, external referral to CAMHS, time-out space for pupil to use when upset or agitated 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 Platts Heath Primary School is Lorraine Schulze, who is a qualified teacher.

Lorraine Schulze is available on 01622 850316 or office@platts-heath.kent.sch.uk. The best times to contact are before 08:30 or after 15:30.

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 access to specific training when needs arise.

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: Five Acre Wood in Maidstone, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, 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 aim to acquire 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 Platts Heath Primary School are invited to discuss the progress of their children on 2 occasions per year and receive a written report once per year which can be discussed with the class teacher or Headteacher on request. 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 an SEN. All such provision will be recorded, tracked and evaluated on a Provision Map through the school's reporting progress.

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 SEN 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/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.

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 SEN 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 Platts Heath Primary School are used for complaints about provision made for SEN. We encourage parents to discuss their concerns with class teacher, SENCO and/or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN/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.

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 are, through the SENCO, able to engage with the following bodies:-

Free membership of LIFT for access to specialist teaching and learning service A Service Level Agreement with Educational Psychology service.

Link to Disabled Children's Service for support to families for some pupils with high needs

Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice

Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc

Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

12 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 Platts Heath 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 as seamless as possible. A request for details is made to the previous setting via CTF file and/or paper copies as appropriate. There will be an initial meeting with the previous setting in conjunction with the parents/carers to discuss any specific needs.

We also contribute information to a pupil's onward destination by providing information to the next setting. A CTF file and/or paper copies will be sent to the onward setting as appropriate, together with any extra information related to the pupil's needs. There will be an initial meeting with the onward setting in conjunction with the parents/carers to discuss any specific needs if deemed appropriate.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.platts-heath.kent.sch.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require.