



SEN and Disability Policy

Key Details

Inclusion Lead: Anita Makey, Head of School, Loose Primary School

SENCo: Laura James - Loose

SENCo: Sophie Grimley – Coxheath

Named Governors with lead responsibility:

Peggy Murphy – Loose

David Jones - Coxheath

Date written: January 2019

Date of next review: January 2020

This policy will be reviewed at least annually. It will also be revised following any concerns and/or updates to national and local guidance or procedure

Requirements and Definitions

1. 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 – SENCos
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
2. This policy should be read in conjunction with the following school policies: Behaviour, Equalities, Safeguarding, Medical Conditions and Complaints.
3. Parents/carers, teachers, teaching assistants, SEN Governors and parents of children with SEN were involved in the consultation process of this policy and it will be reviewed annually.

Definition of SEN

4. 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.
5. 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)*

Definition of disability

6. 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)*

What are the kinds of special educational need for which provision is made at the Coppice Primary Partnership?

7. Within the Trust 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 autistic spectrum disorders, 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.

8. Schools also currently meet the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: autistic spectrum disorder, speech, language and communication disorders and physical needs. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority.
9. 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.

How are the pupils with Special Educational Needs identified and assessed?

10. Each school monitors the progress of all pupils via regular pupil progress meetings and class provision maps which are completed and evaluated three times a year. Pupil progress meetings are held with members of the senior leadership team to analyse progress. As well as daily assessing within lessons and assessing against national expectations – end of EYFS, Y1 Phonics Test, end of KS1 SATs, end of KS2 SATs, we also use a range of assessment tools with all the pupils at various points:

- Speech Link (Foundation Stage initially and rescreened as necessary)
- Language Link (Foundation Stage initially and rescreened as necessary)
- Formative daily assessment of learning – ongoing daily marking and feedback
- Summative assessments are used 3 times / year for reading , writing and maths
- Specific assessments related to interventions

11. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. These would involve small group support and include: numeracy, speech, language & communication, phonics, reading, handwriting, writing and support for physical needs. Corrective teaching is used daily.

12. 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.

The Trust offers the following assessment tools:

- Lucid COPS (Cognitive Profiling System)
- LASS 8-11 (Lucid Assessment System for Schools)
- Language for Learning assessments
- Speech Link
- Infant Language Link
- Junior Language Link
- Various reading and spelling assessment
- Lexia for reading weaknesses
- BPVS, EVT, Ravens
- Access to speech therapy for assessing speech and language needs and programmes

13. All assessments would follow an analysis of a child's needs following the Main Core Standards C&L (Cognition and Learning), SEMH (Social, Emotional and Mental Health), C&I (Communication and Interaction) and S/P (Sensory and Physical). We also make referrals to and work with specialist agencies.
14. The purpose of 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, included in a provision map, personalised plan or a personal support plan and reviewed/revised regularly. At this point we will have identified that the pupil has a special educational need because the school is using its best endeavours and making special educational provision for the pupil which is additional and different to what is normally available.
15. 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 occurs parents will be notified.
16. 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.

Information about the Trust's policies for making provision for pupils with special educational needs whether or not they have EHC Plans.

How do schools evaluate the effectiveness of its provision for such pupils?

17. 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

What are the schools' arrangements for assessing and reviewing the progress of pupils with special educational needs?

18. Every pupil has their progress tracked and discussed at Pupil Progress meetings. In addition to this, pupils with special educational needs may have more frequent assessments. For the assessments we use within the Trust please refer to the list in Section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.
Interventions on the class provision maps are RAG rated and evaluated.
19. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

What is the Trust's approach to teaching pupils with special educational needs?

20. High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Corrective teaching is given daily when a child has not been able to show progress during a lesson. Additional intervention and support cannot compensate for a lack of good quality teaching. We 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)*
21. We follow the Mainstream Core Standards advice developed by Kent County Council and the Qualitative First Teaching Tool to ensure that our teaching conforms to best practice. Link for Mainstream Core Standards:
http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx *As at January 2019 Please note: We are currently updating the SEND information on the Local Offer and Kelsi. Please contact the area office if you have any queries.*
22. In meeting the Mainstream Core Standards schools employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, small group teaching, use of ICT software. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

23. 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.
24. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the governors regularly review the accessibility planning.
25. Staff undertake training to meet the current needs of the children within our care (see Appendix 1).

What additional support for learning is available to pupils with special educational needs?

26. As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is high in the schools 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. In a few cases a very high level of resources are required. The funding arrangements require us to provide upto
27. £6000 per year of resources for pupils with high needs, and above that amount the Local Authority should provide top up to the school, accessed by applying for High Needs Funding from KCC.

How does the Trust enable 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?

28. All clubs, trips and activities offered to pupils are available to pupils with special educational needs either with or without an Education, Health and Care Plan.
29. 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.

What support is available for improving the emotional and social development of pupils with special educational needs?

30. We understand that an important feature of the Trust is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance PSHE (personal, social and health education) and emotional and social skill support sessions as well as indirectly with every conversation adults have with pupils throughout the day. Additional support for pupils and families is provided through the Families and Community Manager and Family Liaison Officer.
31. For some pupils with the most need for help in this area we also can provide the following: nurturing time with our Families and Community Manager, Family Liaison Officer, mentor time with a member of the senior leadership team and time-out space. Access to external support such as counselling, CHYPS (Children and Young People's Services), mental health providers, bereavement and other specific counselling needs plus other services can be met by universal services working together with education and healthcare professionals. Intensive support in the case of complex and multiple needs can be assessed through a Single Request for Support referral.
32. 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.

What are the names and contact details of the SEN Co-ordinators?

33. The SENCO at Loose Primary School is Mrs Laura James, who is a qualified teacher and has undertaken the National Award for SEN Co-ordination.
Laura James is available on 01622 743549 or office@loose-primary.kent.sch.uk.
34. The SENCo at Coxheath Primary School is Mrs Sophie Grimley, who is a qualified teacher and has undertaken the National Award for SEN Co-ordination.
Sophie Grimley is available on 01622 745553 or office@coxheath-primary.kent.sch.uk
35. Overall leadership of inclusion sits with Mrs Anita Makey, Head of School at Loose

What training and expertise have staff received in relation to children with special educational needs and how will specialist expertise be secured?

36. All teachers and teaching assistants have had recent awareness training for ASD, Attachment Disorder, BRS, Safeguarding and Behaviour Management. In addition members of staff have received the following enhanced and specialist training to support current needs of our pupils. (Please see Appendix A for a record of all SEN related training undertaken in the past two years.) Training does respond to the need and profile of the schools in the Trust.

37. 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 Outreach, Bower Grove Outreach, Educational Psychologists, speech and language therapists, occupational therapists, physiotherapists, Kent CPD and Specialist Teaching and Learning Services. The cost of training is covered by the notional SEN funding. The Trust always endeavours to ensure up to date training and specialist advice from the NHS for specialist interventions, such as BEAM and Sensory Circuits, involving physiotherapy and occupational therapy.

How will equipment and facilities to support children with special educational needs be secured?

38. Where external advisors recommend the use of equipment or facilities which the Trust does not have, we will endeavour to 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.

How does the Trust consult and work with parents of children with special educational needs and how do they involve them in their education?

39. Schools in the Trust have an open door policy. All parents of pupils are invited to discuss the progress of their children on three occasions a year and receive a written report once a year with the option of discussing this with the class teacher. In addition the SENCo is available on parent consultation evenings and is happy to arrange meetings outside of 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 is shared with parents.

40. 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.

41. 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.

How do schools consult and work with children with special educational needs and how do they involve them in their education?

42. 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 their targets and intervention work. Three times a year we gather pupils' views on the interventions they have received. Parents play a significant role in this process

What are 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?

43. The normal arrangements for the treatment of complaints to the Trust are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, Families and Community Manager, FLO, SENCo, Heads of School or Executive Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body.
44. 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.
45. 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.

How does the governing body involve other bodies, including health and social services, 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?

46. 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
 - 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 requests for advice from Communication and Assistive Technology Team, etc
 - Subscribing to support ELSA KS2 provision (a nurture setting under Maidstone and Malling Alternate Provision.)

What are 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)?

47. Information, Advice and Support Kent (IASK) 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. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook <http://www.kent.gov.uk/kpps>

What are the schools' arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for transfer to secondary school?

48. Schools 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. These arrangements may include:

- Visits to pre-schools by Early Years Staff and members of Inclusion Team
- Home visits if requested by the parent
- Arranging for children with EHCPs to attend series of visits in Term 6, accompanied by their key worker, in preparation for their transition in Term 1
- Meetings with parents and STLS Early Year's SENCO
- Inviting staff to EHCP reviews
- Participating in a transition pilot study 2018-19 with STLS

49. We also contribute information to a pupil's onward destination by:

- Providing detailed information including attainment levels
- Arranging meetings with AENCOs or Heads of Year 7
- Inviting staff to EHCP reviews
- Arranging extra transition visits

How does the Trust support children with medical conditions?

50. The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Where children have SEN as well as medical needs their provision will be planned and delivered in co-ordination with the health care plan. This is covered in more detail under our "Medical Conditions' Policy" which includes supporting pupils with long term medical conditions.

Where is the local authority's local offer published?

51. The local authority's local offer is published on

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_offer.aspx

Loose Primary's and Coxheath Primary's local offers are published on the school's websites.

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

CPD/Training for staff and governors

Training at Coxheath

2016-2017

Leaders:

AEN updates
Reading Recovery training

Teachers:

Transformation Plan PDMS:
Highly effective learning – Environments, LIs and STS, planning and active engagement, modelling and questioning, A4L
Non negotiables
Conditions for learning
Teaching Sequences
Moderation of Writing
Maths Mastery
Highly effective writing – planning for high quality outcomes
Assessment
Behaviour
Curriculum design
Observations and tours of Loose

TAs:

Observations and tours of Loose
Speech and Language training
Key person approach
Support from ELSA

2017-2018

Leaders

AEN Update and Briefing
Getting ready for LIFT
Training for New CiC Designated Teachers and Update
DSL training
Leading for Excellence

Teachers

SEN – Writing Outcomes
OTAP – Inclusion
Support for writing Provision Maps and SEN Outcomes

TAs/FLO

STLS conference managing stress & anxiety
Attachment training from Dandelion Time
First aid/Paediatric First Aid
Selective Mutism
Corrective Teaching
Supporting children to make effective progress in maths KS1
STLS Project including observations and training sessions on:
Phonics for Beginners
Low level behaviour management
Using Questioning
The Key Person Approach
Support from ELSA

2018-2019

Leaders

AEN updates
Equality for Governors

Teachers

Inclusion Induction meetings for new teachers
SEN outcomes
Pupil Premium focus for PDMs and Pupil Progress meetings linked to Pupil Premium
SEN Moderation

TAs/FLO

The Boxall Profile
Domestic Abuse
Support from ELSA
OTAP sessions:
Introduction
The Role of the TA
Speech Sounds
Phonics
Dyslexia Awareness
SEN Procedures and Paperwork
Better Reading Partnership
Maths Mastery

Training at Loose

2016-2017

Leaders:

AEN update
Attachment and Trauma – Supporting Children
National Award in SEN Coordination
Sensory Circuits

Teachers:

Precision Teaching
Outstanding Teacher Programme sessions

TAs:

Using Self Regulation Tools
Key Person Approach
Low Level Behaviour
Colourful Semantics
Incredible 5 point scale
De-escalation Strategies
OTAP sessions, in-house training:
Role of the TA
Reading
Conditions for Learning
Maths Mastery
Growth Mindsets
Assessment
Design for Learning
Inclusion

2017-2018

Leaders

SEN Forum
AEN updates

Teachers

SEN – Writing Outcomes
Bereavement Training
SEN and the learning environment
Low Level Behaviour
Using Visual Supports in the Classroom
Coppice Primary Partnership

Makaton
Dyslexia
Inclusion Inductions for new teachers

TAs

Teaching Reading
Using task management boards and visual communication supports
Dyslexia Awareness
Phonics for Beginners
Positive relationships in EYFS
Building Phonics for reading and writing
The Development of Speech Sounds
Numeracy
Memory
Sensory Circuits
Inclusion Inductions for new TAs

2018-2019

Leaders

SEN forum
AEN updates
Language for Learning; Senco Survival
Active Listening Skills
Phonics

Teachers

Inclusion Inductions for new teachers
SEN outcomes and assessment
Dyslexia Awareness and Strategies
Enabling Independent Writing
TEACCH training
Low Level Behaviour - NQT

TAs

Inclusion Inductions for new teachers
Precision Teaching
TEACCH training
Developing Interactions in EYFS
Questioning
Working with a Named Child
OTAP sessions:
Receptive language
Social Communication (ASD)
Defining Dyslexia
Strategies for Dyslexia
SPAG update
Maths – Reasoning



Flowchart to show pathway of SEN support- based on assess, plan, do, review

