

those who hope in the LORD will renew their strength.

They will soar on wings like eagles; they will run and not grow weary,

they will walk and not be faint.’ Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



Special Educational Needs and Disabilities Policy (SEN&D)

Date adopted by Local Governing Body: July 2017

Date of next Review: September 2019

Reculver Church of England Primary School

Special Educational Needs and Disabilities Policy (SEN&D)

Issued on 1st April 2016

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, Equal Opportunities Policy, Safeguarding Policy, Complaints Policy and Child Protection Policy

This policy was developed with the involvement of all parents and carers who were invited to participate in the consultation process, as well as representatives from the Governing Body and will be reviewed annually.

Definition of Special Educational Needs And Disabilities Policy

A child or young person has SEN&D 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&D 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 Reculver C.E. Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational need / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and social, emotional and mental health 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 statement of special educational need / education, health and care plan with the following kinds of special educational need: Autistic

Spectrum Disorder, Speech, Language and Communication Difficulties, Severe Learning Difficulties and Social, Emotional and Mental Health difficulties as well as Physical Difficulties. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

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&D

At Reculver C.E. Primary School we monitor the progress of all pupils six times a year to review their academic progress. The Inclusion Manager is present at these meetings to support teachers with decisions regarding support for 79 pupils with SEN&D. We also use a range of assessments with pupils at various points when appropriate e.g. Y1 phonics screening, speech link, language link, visual stress, reading and spelling age, memory, Boxall Profile and self-esteem.

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 additional maths and literacy interventions and additional reading.

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 Reculver C.E. Primary School we are experienced in using the following assessment tools:

- Lucid Rapid Dyslexia Screener
- Comprehensive Test of Phonological Processing
- GL Assessment Single Word Reading
- GL Assessment Single Word Spelling
- Test of Auditory Processing Skills
- NFER Nelson Self Esteem Analysis
- Boxall Profile Wellbeing scale
- Visual Stress Assessment

We also have access to external advisors who are able to use the following assessment tools Educational Psychology assessments via the Educational Psychology service and Speech and Language assessments via the Speech and Language Therapy service.

The purpose of these more detailed assessments are 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&D Provision Map or Personalised 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 significantly additional and different to what is normally available.

The KCC definition for this level of SEN&D support is;

SEN&D support is intensive and personalised intervention which is required to enable the CYP to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will

be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement.

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

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 Provision Maps and or Personalised Plans 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 or without 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, spelling age etc. The assessments we use at Reculver C.E. Primary School are shown in the list 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&D Provision Map and or Personalised 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&D. Additional bespoke intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching for all pupils, including those at risk of underachievement is regularly and carefully reviewed. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN&D most frequently encountered *SEN Code of Practice (2014, 6.37)*

In Reculver C.E. Primary School, the quality of teaching is judged to be 'requires improvement' in our last Ofsted inspection and the school is working closely with the Local Authority to improve this to good.

We follow the Mainstream Core Standards (www.kelsi.org.uk) which is advice developed by Kent County Council 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.

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

At Reculver C.E. Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / 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 updated the accessibility policy. Recent staff training has included VI awareness, dyslexia and dyscalculia awareness, Makaton and Down Syndrome awareness as well as child development and the effects of trauma, Practical strategies to Develop Emotional Resilience, Attachment Training, Appropriate use of Additional Adults in class / Overcoming barriers to learning, Increasing Independence in pupils, Great Learners / Growth Mindset.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN&D 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&D 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. In very few cases a very high level of resource is required.

As part of the Government's School Funding Reforms, implemented in April 2013, the national process for identifying a high needs pupil has been set by the DfE as when the cost of interventions to support the additional needs of the pupil exceed £6,000 per annum. A school is expected to fund the first £6,000 from its school budget and more specifically from its notional SEN&D budget. The LA is required to provide the school with top up funding for the costs in excess of £6,000.

If a school does not have sufficient notional SEN&D budget to meet the full £6,000 for each of their high needs pupils then the LA currently provides some additional notional SEN&D funding. Sufficiency of notional SEN&D funding is determined by the LA via a formula and top up funding is calculated as follows:

1) A school will pay either 3% of its notional SEN&D budget or £6,000 per pupil, whichever is the lower. For example a school with a notional SEN&D budget of £10,000 would make a contribution of £300, whereas a school with a notional SEN&D budget in excess of £200,000 would pay the full £6,000.

2) A ceiling has been set in addition to the 3% per pupil, so that no school will pay more than 28% of its notional SEN&D budget for all of its high needs pupils.

The New Process

The new process requires the school to submit an online application for each high needs pupil whose interventions exceed £6,000 per annum. This application process has been designed so that schools can list the intervention that they have put in place to support the needs of the child. The application will automatically calculate the costs of these interventions based on average hourly rates dependent on the member of staff providing the support. High Needs Funding is not a

reimbursement of actual costs but an additional resource to support school in meeting the pupil's high level of special educational needs.

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 Reculver C.E. Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

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

At Reculver C.E. 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, Social skills groups, Nurture Groups, Self Esteem Groups, individual Counselling 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 counsellor, mentor time with member of senior leadership team, 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 Inclusion Manager

The Inclusion Manager at Reculver C.E. Primary School is Fiona Cunningham, who is a qualified teacher and holds the National Award for SEN Co-ordination qualification as well as the Certificate of Competence in Educational testing qualification. She also holds the mandatory B.Phil. qualification as a teacher for the Vision Impaired (QTVI) qualification.

Fiona Cunningham is available on 01227 375907 or fiona.cunningham@reculver.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 the following awareness training;
Vision Impairment , Makaton , Dyslexia , Dyscalculia, The effect of Trauma on the Developing Brain, Practical strategies to Develop Emotional Resilience, Attachment Training, Appropriate use of Additional Adults in class / Overcoming barriers to learning, Increasing Independence in pupils, Great Learners / Growth Mindset.

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, Specialist Teaching and Learning Service, Outreach from St Nicholas Special School, Educational Psychologist, Speech and language therapist, Occupational Therapists, physiotherapist, dyslexia specialists Down Syndrome Awareness Charity etc. The cost of training is covered by the notional SEN&D 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&D 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 Reculver C.E. Primary School are invited to discuss the progress of their children twice a year at parent's consultations and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a class / Year provision map information from which will be shared with parents at parent consultations twice 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, using the KCC definition of SEN&D support detailed earlier, the pupil will be identified as having special educational needs because intensive and personalised intervention is being made and the parent will be advised of the 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&D / 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 special educational needs because intensive and personalised intervention 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 Reculver C.E. Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, DSL/Wellbeing Manager, Inclusion Manager, 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 Statement of SEN&D 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 has engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 5 days per year
- 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 Inclusion Manager e.g. NAS, Inclusion Manager 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

<http://www.kenttrustweb.org.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 Reculver C.E. 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. When possible, transition meetings and visits are organised to seek information from Nurseries and other schools.

We also contribute information to a pupils' onward destination by providing information to the next setting. Transition meetings, visits for pupils and visits to Reculver C.E. Primary School for secondary school staff are arranged. Transition booklets are provided for pupils who may need them are produced both for pupils leaving and joining Reculver C.E. Primary School.

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

The local authority's local offer is published on www.kelsi.org.uk and parents without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

Approved by the Governing Body: April 2016

Next review: April 2018