

Beaver Green Primary School



SEN & D Policy (SEN Information Report)

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| Date of Ratification | <u>May 2020</u> |
| Date for Review | <u>May 2022</u> |
| Headteacher Signature | |
| Chair of Governors Signature | |

SEN&D Policy

Issued May 2020

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:

Anti-Bullying, Accessibility Plan, Behaviour for Learning, Child Health, Disability Equality Scheme and action Plan and Teaching and Learning

This policy was developed with the Deputy Head/SENCO, Governor for SEN and representatives from the Governing Body and will be reviewed annually.

Definition of SEN

'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 Beaver Green Primary School 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, autism, Asperger's syndrome, learning difficulties, behaviour difficulties and some physical needs.

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.

There may be instances where the needs of a child are significant and/ or complex and we will need to seek additional resources and advice or request statutory assessment for appropriate provision and/ or setting to be identified.

The school currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: speech and language needs, complex physical needs, behaviour and emotional difficulties. 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 Beaver Green Primary 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: Speech and Language Link, Yr1 Phonics screening, Year 4 Times Tables Screening and whole class THRIVE Screenings.

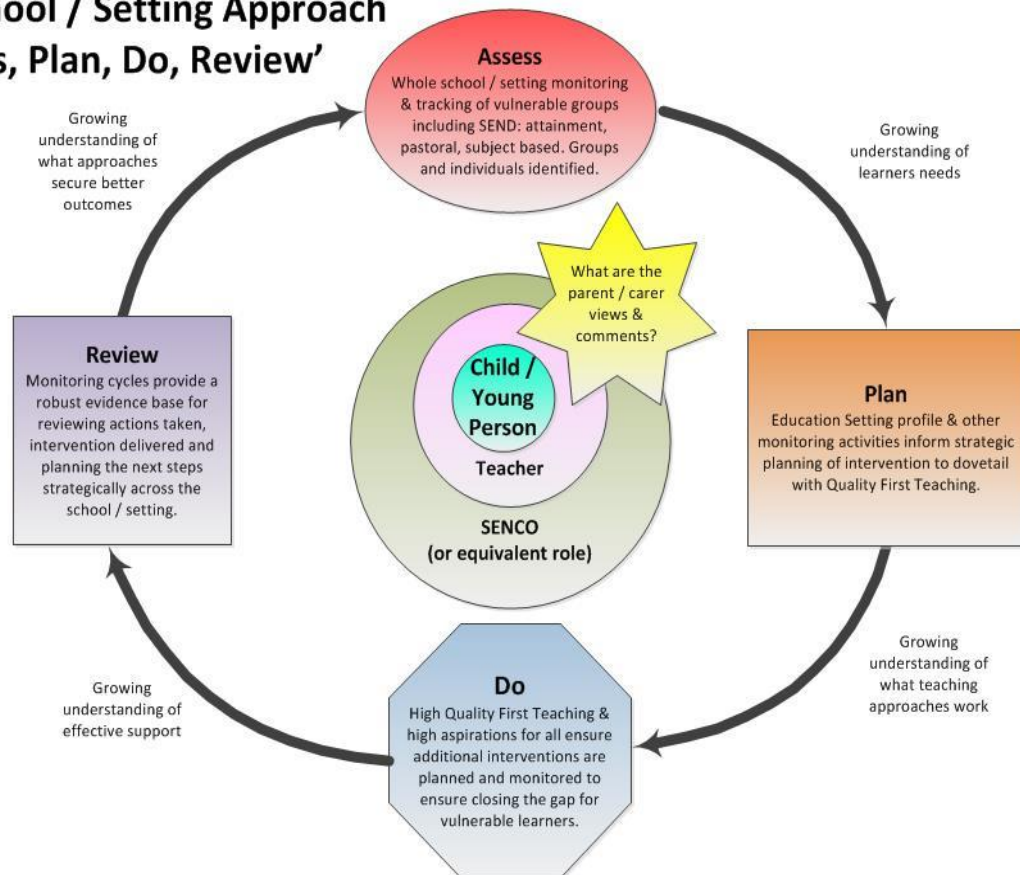
Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support. Examples of extra support are: Focused maths and literacy support, Fizzy, Clever Hands, Sensory Circuits, Dynamo Maths, Precision Teaching, Word Wasp, Hornet, Toe by Toe, Positive Play, Circle of Friends, Memory Magic, THRIVE, Sensory Room and Speech and Language groups etc.

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 Beaver Green Primary School we are experienced in using the following assessment tools: Lucid Rapid / Recall, Working Memory, The Boxall Profile, Becks Youth Inventories and we have access to external advisors such as: Educational Psychologists, Specialist Teaching Service, Counselling Service, Outreach guidance from Specialist settings, who support with their own assessment tools.

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. These will be shared with parents, put into a SEN Provision Map or Personalised Plan, reviewed regularly and refined / revised if necessary. This is in line with the graduated approach (Assess, Plan, Do, Review cycle) aimed at developing a good understanding of pupils' needs and of what supports the pupil in making good progress and securing good outcomes.

Whole School / Setting Approach 'Assess, Plan, Do, Review'



At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without 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.

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 will be informed by the views of the class teachers / TAs 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 2 reviews and 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 will be sent to Kent County Council.

For pupils with SEN and who are looked after by the Local Authority, PEP meetings and LAC reviews are attended in order to communicate effectively the provision in place, the impact of this and plan further support.

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 and discussed at termly pupil progress meetings. The assessment tools we use at beaver Green Primary School are:

- EEXaT to make ongoing assessments of children's development in Early Years
- OTrack to track children's progress against the National Curriculum and Access to education (A2E) tools to monitor the progress of children achieving below the programme of study.

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.

In addition to monitoring progress academically, we use a range of assessment tools to monitor progress in relation to Communication and Interaction, Social, Emotional & Mental Health Needs and Sensory and Physical needs.

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')

We follow the Mainstream Core Standards, <https://www.kelsi.org.uk/news-and-events/news/primary/special-educational-needs-mainstream-core-standards> advice developed by Kent County Council to ensure that our teaching conforms to best practice. All teaching staff are given a copy of these.

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 support, one to one tutoring, precision teaching, small group teaching, mentoring and additional support for speech and language development. These are delivered by 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 Beaver Green 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 the personalised plans, provision maps and Education, Health and Care Plans.

Recommendations in relation to the curriculum and environment made by specialist teachers and other external professionals are fully implemented and reviewed.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, all of the primary schools in the Swale Academies Trust have an accessibility plan. See school websites for a copy of this.

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 (see Appendix 1). 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. This is known as High Needs Funding.

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, visits and activities offered to pupils at Beaver Green Primary School are available to all pupils. Where it is necessary, the school will use the resources available to it to provide additional adult support / resources 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 Beaver Green 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 PHSE / Jigsaw) 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: Circle of Friends, access to a THRIVE Practitioner, mentoring with a staff member, referral to Health, access to our Pastoral Support Team and, where appropriate, a time out area.

At Beaver Green Primary School, we use the Restorative Approach to empower pupils to deal with social situations. A Restorative Approach focuses on developing positive relationships within the school, both pupil to pupil and staff to pupil. It creates a safe, secure environment which enables children to develop both academically and socially. On a day-to-day level this involves talking to the children about their thoughts and feelings. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

For some pupils with the most need for help in this area we also can provide the following: Lego Therapy, Time to talk, Circle of friends, time out spaces, key adults, Talk About, Anxiety Intervention, The Incredible 5 Point Scale, and referrals to relevant external professionals and organisations. We offer additional support through 'Thrive' where we have two practising practitioners who, after class teacher's pupil profiling, take children for support where there is most need. All areas are recorded and tracked.

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.

As a school, we have invested heavily in THRIVE. We have two THRIVE practitioners who, following class screening, will carry out further screens on targeted individuals and implement a bespoke intervention to develop their social, emotional and mental health needs with parental permission.

4 The name and contact details of the SENCo

The Deputy Head/Inclusion Lead at Beaver Green Primary School is currently Tony Hadfield, who is a qualified teacher, supported by Mrs T. Murphy who has been accredited by the National Award for SEN Co-ordination. Mr Hadfield is available on 01233 621989.

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

Teachers and teaching assistants have had access to the following awareness training: Safeguarding, Speech, Language and Communication Needs, ASD and de-escalation. All staff are encouraged to seek professional development training to support them in working with children with SEN. This is completed in conjunction with the Head of School and SENCO. Staff also have access to Edu Care an on-line training programme to support their 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: The Wyvern School, Goldwyn School, ASD Team at Ashford Oaks Primary School, Educational Psychologist, Speech and Language Therapist, Specialist Teaching Service and Kent CPD on-line. The cost of training is covered by the notional SEN funding.

In addition to this whole-school staff training, identified members of staff have also received the following enhanced and specialist training:

- Paediatric first aid
- Diabetic Training
- Epi-pen training
- Moving and Handling
- De-escalation training
- Thrive
- Lego Therapy
- Drawing and Talking
- Sensory Circuits
- Emotional Coaching

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 SEN 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 Beaver Green Primary School are invited to discuss the progress of their children on three occasions a year 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 and discussed with parents.

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 to and attend reviews throughout the course of the year, 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 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 Beaver Green Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with Class Teacher, Deputy Head

/SENCO 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 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.

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 can engage with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- 3 day 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
- Membership of professional networks for Deputy Head /SENCO e.g SENCO forum.
- Ad Hoc arrangement with Counselling Service

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)

Inform Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations. 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

Office: 03000 412412

E-mail: iask@kent.gov.uk

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

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 Beaver Green 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 pupils transfer between year groups internally, teachers meet to discuss the needs of the pupils and moderate assessment levels. Social stories are put in place for our most vulnerable pupils as they transition into the next year group.

Where a pupil is transferring to our school and the parents or the previous school have informed us of their child's SEN we will ensure that we have requested full details of any reports or records and pass these onto the class teacher. Where there is a high level of need, a meeting between the parents, Inclusion Leader and previous school may be arranged and any relevant professionals invited. Our Inclusion Leader and other relevant members of staff may also visit these children in their current setting to aid the transition process. This is particularly important for pupils transferring from nursery to Infants.

We also contribute information to a pupil's onward educational destination by providing information to the next setting.

Where a pupil is transferring to secondary school our Inclusion Leader / welfare team and/ or SENCO will arrange to pass on all files and records and where possible will meet with the SENCOs of the local secondary school to pass on important details in person. Where there is a high level of need, a meeting between the parents, Inclusion Leader and/ or SENCO and new school may be arranged and any relevant professionals invited.

Any pupils with an Education Health Care Plan will have any transition needs discussed at each annual review. Where the pupil is due to transfer to another school, the new school will be invited to attend the normal review process, or if not a separate transition meeting will be arranged.

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

The local authority's SEND local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on

Next review in ...May 2022

Appendix 1

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|---|---|---|---|
| Visual Timetable Speech and Language support | Visual Timetable Read Write Inc Adult | Visual Timetable Daily reading Guided | Visual Timetable Read Write Inc(where appropriate) | Visual Timetable Daily Reading Guided | Visual Timetable Guided reading Daily | Visual Timetable Daily reading Guided | Visual Timetable Daily reading Guided |

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| Phonics Smart Moves Playgroup Partnership Language Enrichment Groups PSHE | directed time Speech and language support Smart Moves Clever Hands Sensory Circuits language enrichment groups memory magic Language through colour Laptops (clicker 6) Language for thinking STLS Beyond the Boxall Profile THRIVE | reading Accelerated Reading Read Write Inc Small group work PHSE Speech and language support Sensory Circuits language enrichment groups memory Magic Fiddle toys Language through colour Language for thinking STLS Precision Teaching Beyond the Boxall Profile THRIVE | Daily reading Guided reading Focused Literacy and Numeracy support Dymano Clever Hands Clever Hands Sensory Circuits Smart Moves Speech and language support Accelerated Reading Circle of Friends Language through colour STLS Memory magic Language for thinking Precision Teaching Small group work Talkabout Managing Anxiety (CBT approaches) The Incredible 5 point scale Word Wasp/ Hornet/ Toe by Toe Beyond the Boxall Profile THRIVE | reading Accelerated Reading Literacy and Numeracy support Dymano Clever Hands Smart Moves Sensory Circuits Speech and language support Accelerated Reading Circle of Friends Language through colour STLS Memory magic Language for thinking Precision Teaching Small group work Talkabout Managing Anxiety (CBT approaches) The Incredible 5 point scale Word Wasp/ Hornet/ Toe by Toe Beyond the Boxall Profile THRIVE Starving the anger/ anxiety gremlin | reading Literacy and Numeracy support Smart Moves Clever Hands Sensory Circuits Circle of Friends Speech and Language support Accelerated Reading Language through colour STLS Memory magic Language for thinking Precision Teaching Small group work dynamo Talkabout Managing Anxiety (CBT approaches) The Incredible 5 point scale Word Wasp/ Hornet/ Toe by Toe Beyond the Boxall Profile THRIVE Starving the anger/ anxiety gremlin | reading Literacy and Numeracy support Accelerated Reading Smart Moves Clever Hands Sensory Circuits Circle of Friends Speech and Language support Accelerated Reading STLS Memory magic Laptops (clicker 6) Language for thinking Precision Teaching Small group work dynamo Talkabout Managing Anxiety (CBT approaches) The Incredible 5 point scale Word Wasp/ Hornet/ Toe by Toe Beyond the Boxall Profile THRIVE Starving the anger/ anxiety gremlin | reading Literacy and Numeracy support Accelerated Reading Smart Moves Clever Hands Sensory Circuits Circle of Friends Speech and Language support Accelerated Reading STLS Memory magic Language for thinking Precision Teaching Small group work Dynamo Talkabout Managing Anxiety (CBT approaches) The Incredible 5 point scale Word Wasp/ Hornet/ Toe by Toe Beyond the Boxall Profile THRIVE Starving the anger/ anxiety gremlin |
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