

Ryarsh Primary School

SEN&D Policy

Issued on 23/07/14

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 other school policies including: Behaviour, Child Protection, Teaching and Learning, Assessment and Single Equality Scheme including Accessibility.

This policy has been developed through consultation with our stakeholders such as teachers, the school governing body and parents/carers, specifically parents of children with special educational needs and will be reviewed annually.

School Vision and SEN

Here at Ryarsh Primary School we are dedicated to providing a safe, nurturing and happy learning environment. We are united by a strong sense of community and work together to enthuse and inspire all learners to give their very best.

Our school vision underpins our approach to learning for all of our children, including those with special educational needs, to ensure they are able to achieve and celebrate success.

Definition of SEN

A child or young person has a Special Educational Need 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 (2015, p 15)*

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 (2015, p16)*

1 The kinds of special educational need for which provision is made at the school

At Ryarsh 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, ASD, speech and language needs, social communication difficulties, sensory needs, motor difficulties, ADHD, cognitive difficulties as well as 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 an Education, Health and Care plan with the following kinds of special educational need: hearing impairment and speech and developmental verbal dyspraxia. 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

At Ryarsh Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points such as the development matters programme, B Squared materials, Early Year profile information, Y1 phonics screening, speech link/language link assessment, informative assessment techniques and formal assessment papers throughout each year group.

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. Examples of extra support are booster groups, BEAM, Clever Fingers, Numicon, RM Easimaths, Plus 1, Power of 2, Every Child Counts, Lexia, Word Wasp/Hornet, Letters and Sounds, Toe by Toe, Pre teaching, speech and language

programmes (language for thinking, Nuffield, language for thinking etc), Talk Boost, Sensory Circuits, Memory Magic, Meemo and Lego Club (social interaction).

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 Ryarsh Primary School we have access to the following assessment tools: Speech/language Link, Dyslexia Screening, WRIT Intelligence test (verbal and non verbal intelligence), BPVS Assessment (vocabulary), TAPS assessment (auditory processing) and TVPS assessment (visual perception). We have access to a Speech and Language therapist who is able to carry out more detailed assessments.

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, 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 additional and different to what is normally available. Children requiring further support and interventions due to a special educational need will be placed on the SEN concern register. For some children, further levels of daily support are often needed in order to support their education. For these children with an increased level of support, they will be placed on our SEN support register with a personalised plan created for that child.

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

For children on the SEN support register, the personalised plans will be reviewed throughout the year. Each review of the plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of specific areas such as reading age etc. The assessments we use at Ryarsh Primary School are referred to 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 support plans in place 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)*

In Ryarsh Primary School the quality of teaching is judged to be good/outstanding.

We follow the Mainstream Core Standards (<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>) and 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 e.g. one to one sessions / precision teaching / mentoring, small group 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 Ryarsh 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 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 made the following improvements as part of the school's accessibility planning – put in disabled access toilets and an access ramp to the building and attended relevant training to ensure they are able to meet the needs of all the pupils. The Governors also identify further ways in which our buildings could be improved further to ensure our learning environment is of the highest possible quality. Further training has been provided for all staff in social, emotional and mental health with a particular focus on attachment. Individual training in supporting areas such as attachment, autism, speech and language disorders, and ADHD, and emotional well-being have also been provided for various members of staff. A personalised curriculum has been developed in the foundation subjects to ensure that the progression of skills throughout the school leads to broad, balanced and ultimately, high quality teaching for all children. A personalised assessment approach has also been developed to ensure that we are able to monitor the progress and attainment of each child which allows us to further meet the needs of the individual children in all areas of the curriculum.

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 whole school 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 a 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 Ryarsh Primary School are available to pupils with special educational needs either with or without a 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 Ryarsh 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 and circle time and indirectly with every conversation adults have with pupils throughout the day. Within our school, we develop a strong 'growth mindset' culture and this

helps us to further develop many emotional and social skills for all children. We are currently undertaking mental health training to apply a mental health and well-being framework in order to improve our approach further.

For some pupils with the most need for help in this area, further provision may be sought, e.g. access to member of staff trained as 'Listening Ear', access to member of staff trained in bereavement counselling & emotional well-being, access to counselling, access to play therapy, Lego Club, external referral to school's health service, time out areas and calming zones, mentor time with member of senior leadership team .

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 Ryarsh Primary School is Daniel Childs, who is a qualified teacher and has worked as a SENCO since 2015. He holds the National Award for SEN Co-ordination and also holds a National Professional Qualification in Senior Leadership (NPQSL).

Daniel Childs is available via daniel.childs@ryarsh.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

Members of staff have received training in The SEN Code of Practice, Provision Mapping, Hearing Impairment, dyslexia, Makaton, ASD and sensory Impairment, Talk Boost (speech and language), communicate in print, Every Child Counts (maths interventions), Numicon, Communicate in Print, Bereavement counselling, attachment disorder, emotional literacy, maths programmes, autism, sensory circuits, ADHD, as well as speech and language.

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: Various specialist schools around the local area such as Ridge View special school, Grange Park School and the phoenix centre. Other training providers also include the local STLS Team, Speech and language therapist and other specialists accessed through the LIFT process.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Ryarsh 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 on a Provision Map.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of other 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.

For children on the SEN support register, and therefore a personalised plan, parents will be invited in throughout the year to review this plan.

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. Further review meetings will also take place throughout the year for children with an Education, Health care plan.

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, where appropriate, 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 Ryarsh Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, then the SENCo/Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body, in line with the school's formal complaints policy which is available from the school office.

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 where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to service level agreement with Speech and Language Therapy Services with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of networks for SENCO and collaborative working groups

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)

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.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Ryarsh 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. The Reception Class teacher visits all settings that children transfer from to gain any relevant information to assist transition. We can also arrange further observations to take place with the SENCo.

We also contribute information to a pupils' onward destination by providing information to the next setting. The Year 6 class teacher (and SENCo as appropriate) meet with the relevant representatives from our link secondary schools.

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

The local authority's 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.

Policy adopted by Governing Body	Spring 2019
To be reviewed	Spring 2020
Signed by the Head Teacher	
Signed by the Chair of Governors	