

Wilmington Primary School

SEN Information Report/SEN and Disability Policy

Issued: 10th October 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 Coordinators

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, which can be found on the school website:

Accessibility Plan/ Disability Equality Scheme, Anti-Bullying Policy, Behaviour Policy, Equal Opportunities Policy, E-Safety and Safeguarding Policy.

This policy was developed through a consultation process at meetings which involved the Governing body, the teaching staff, parents and a working group of Governors and parents representatives together with the SENCO. It will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

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

At Wilmington we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, 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.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kind of special educational need: Autism. 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 Wilmington we monitor the progress of all pupils three times a year to review their academic progress using a range of assessments for pupils at various points in the school year. For example foundation stage assessments, end of year 1 phonics screening, reading, spelling, Numeracy and Science assessments.

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 Dynamo (Numeracy intervention), BRP (a reading intervention), Nessy and Alpha to Omega (spelling interventions focused around Dyslexia) and Inference interventions. For children with extra support needed for fine motor skills and hypermobility we run Jimbo-fun and Sensory circuits programmes.

Some pupils may continue to make inadequate progress, despite high-quality teaching and are targeted in their areas of weakness. For these pupils, we will use assessment tools to determine the cause of their learning difficulties. We currently use COGMED, Speech Link, Language Link, Nessy and Dynamo Maths Profiler as examples of differing assessment tools.

If a child has been referred to the Local Inclusion Forum Team (LIFT) then we also have access to external advisors who are able to use detailed assessment tools. For example Ravens Coloured Progressive Matrices, British Picture Vocabulary Scale, Bracken Basic Concept Scale, Phonological Awareness Test (Sound Linkage).

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 support plan 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.

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, then when the plan is reviewed, he or she will not be identified with special educational needs. When any change is made 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 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

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 three times a year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling ages etc. Examples of the assessments we use at Wilmington are Vernon (Spelling), Target Tracker and Alfie (Mathematics), Ros Wilson (Writing) and Accelerated Reader (Reading comprehension).

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.

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 Wilmington the quality of teaching was judged to be good by our last Ofsted inspection. We follow the Mainstream Core Standards: www.kelsi.org.uk/pupil_support/publications_and_documents.aspx with 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 eg one to one tutoring, small group teaching and 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 Wilmington 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 made the following improvements as part of the school's accessibility planning with after school training given to staff in the areas of dyslexia and autism spectrum disorder, new support staff have been trained in running BRP programmes and have identified that the following aspects of the

school need to be improved: continued training for staff in working with the new code of practice and ensuring accessibility for pupils during the new building programmes this year.

3e) The school's responsibility and process in applying for Higher Needs Funding

Pupils requiring **High Needs Funding (HNF)** will be experiencing a combination of substantial or severe difficulties in the areas of communication, cognitive development, social emotional & mental health, physical difficulty and/or sensory impairment.

It is likely that the vast majority of pupils requiring HNF will have an Education, Health and Care Plan (EHCP). However, HNF may be required for those without an EHCP who require a high level of individualised intervention in school.

The new process requires the school to submit an online application for each high needs pupil whose provision exceeds £6,000 per annum. The online application is made through the Kelsi website - www.kelsi.org.uk/high-needs-funding-for-schools.

High Needs Funding is not a reimbursement of actual costs but an additional resource to support a school in meeting the pupil's high level of special educational needs.

Funding will only be approved for **one year** and a renewal will need to demonstrate how effectively the school has used previously agreed resources as well as the rationale for continued support.

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

As part of our budget we receive 'notional SEN funding'. We significantly add to this funding which is used to ensure 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. 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.

3g) 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 Wilmington 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 all pupils in the activity.

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

At Wilmington 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 e.g. PHSE 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 can also seek support via external referrals to counsellors or offer therapeutic play in school.

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 Coordinator

The SENCO at Wilmington is Mr. N Garside who is a qualified teacher. He is preparing to undertake the National Award for SEN Co-ordination.

Mr. Garside works as a Key Stage two teacher and has teaching responsibilities every day. If you wish to speak with him, please contact the school office with your enquiry and Mr. Garside will then contact you to arrange an appointment.

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

Whole school CPD training sessions have been delivered to teachers and teaching assistants in the areas of dyslexia and autism spectrum disorder.

In addition, staff working with specific children have received additional training in the following areas: diabetes awareness, Dyslexia, Autism Spectrum Disorder, BEAM, speech and language therapy – speech link, defibrillator and Clicker 6.

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 local specialist teaching and learning service based at Rowhill School, the Kent Educational Psychology Service, the speech and language service in Gravesend and physiotherapists based at Darenth hospital.

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 endeavor to procure these, as funding permits. 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 Wilmington are invited to discuss the progress of their children three times a year and receive a written report once a 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 which will be shared with parents three times 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 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 a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8) The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have 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 school has an SEN Governor, Miss Karen Morrissey.

The normal arrangements for the treatment of complaints at Wilmington are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, 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 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 access to the Local Forum Inclusion Team (LIFT), for access to specialist teaching and learning service.

Membership of professional support for SENCO's at SENCO forums.

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) support families of children and young people (0 – 25 years) with special educational needs or disabilities. IASK empower parents to make informed choices about their children's education and communicate confidently. Any advice and support is confidential, impartial and independent from the council. They are not on anybody's side. IASK is overseen by a steering group, half of which must be parents. IASK also support schools in working with parents.

Information, Advice and Support Kent (**IASK**), Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Office: 03000 412 412 **Website:** www.kent.gov.uk/iask **Email:** iask@kent.gov.uk
Facebook: IASK on Facebook

Other useful organisations are :-

Parents Consortium, based in Hextable – 01322 668501
www.parentsconsortium.org.uk.

IPSEA, www.ipsea.org.uk or on 0800 018 4016.

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 Wilmington 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. We hold transition meetings involving previous providers and the parents of children with special educational needs before their entry to school and set up care plans where appropriate.

We also contribute information to a pupils' onward destination by providing information to the next setting. Again sometimes additional meetings are held to exchange information about provision. Transition to secondary school is considered carefully and individual arrangements are made in some cases eg extra visits to the new setting, use of specific transition materials.

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

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

Approved by the Governing Body on: **10th October 2016**

Next review: **October 10th 2017**