

# Paddock Wood Primary School

## SEN & Disability Policy/SEN Information Report

Reviewed on 26/11/2018

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: Equality Policy, Safeguarding Policy, Complaints Policy and the School Improvement plan.

This policy will be reviewed every two years.

### **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**

Some 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 Paddock Wood Primary School we can make provision for high frequency special educational needs without an Education, Health and Care Plan. These include needs such as: Dyslexia, Autism, moderate learning difficulties, social and emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, in these cases the school can access training and advice so that the child's and staff training needs can be met.

The school will work with staff, parents and other professionals (where necessary) in order to meet the needs of pupils with an Education, Health and Care plan.

The school admission arrangements do not discriminate against or disadvantage disabled children or those with special educational needs. Final decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

### 2 Information about the policy for identification and assessment of pupils with SEN

At Paddock Wood Primary School progress of all pupils is assessed three times during the school year. This is through a combination of teacher assessed pieces of work, a review of work completed and standardised testing (for maths). We also use a range of assessments with pupils at various points: EYFS benchmarking (on school entry), Y1 phonics screening, maths, reading and grammar, punctuation & spelling assessments.

Where progress is not sufficient extra support is put in place to help the pupil to catch up. Examples of support are: Reading Recovery, Star Partner reading scheme, 1:1 daily reading, Numbers Count/Matter, Turnabout, Inference, Beat Dyslexia together with Teacher directed small groups (interventions delivered by Teaching Assistants).

Where pupils are making insufficient progress, class teachers will speak with parents in order to raise concerns and seek agreement to investigate these concerns further. Diagnostic assessment tools used internally are: Lucid Rapid Screening, Speech and Language Link, Ravens, Boxhall, NFER, BVPS, Sandwell, Salford and BAS. Access to external advisors is through LIFT (Local Inclusion Forum Team) who are able to support the school in assessing and meeting complex learning needs.

When a pupil is identified as having special educational needs, 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 making provision for pupils with special educational needs whether or not they have an EHCP, including

#### 3a How the school evaluates the effectiveness of its provision for such pupils

Provision maps will be informed by assessment information from teachers which will show whether adequate progress is being made, if a provision has been delivered by a TA, the class teacher will be responsible for ensuring that entry and exit assessment data is recorded.

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

Pupils can be on the SEN Register with or without an Education, Health and Care Plan. The Provision Map will initially be shared at the first parent consultation evening; we welcome parental involvement and wish to work together with parents/carers in order to ensure the best outcomes for their children.

### *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 and attainment assessed at three points in the year. This is done through a combination of teacher assessment, reviewing completed work and testing. If the monitoring of these assessments do not show that adequate progress is being made additional support may be offered. If the child is considered to have special educational needs, an individual Provision Map will be created and shared with the parents.

### *3c the school's approach to teaching pupils with special educational needs*

Paddock Wood Primary School was awarded The Inclusion Quality Mark (Centre of Excellence) in 2015. We are an inclusive school and believe that high quality teaching with clear differentiation for individual pupils is the first step in responding to their needs. To ensure that teaching standards are maintained and built upon, the monitoring of the quality of teaching is an important focus of the School Improvement Plan and for staff.

We use the Mainstream Core Standards advice developed by Kent County Council to ensure that teaching conforms to best practice. These can be found at:

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams>

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

At Paddock Wood 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.

In order to maintain the appropriateness of our curriculum and learning environment, the Governors and Senior Leadership team ensure that the School Improvement Plan is updated and actioned regularly.

**A copy of the School Improvement Plan can be found on the school website.**

<http://www.paddockwoodprimary.org.uk>

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

Every effort will be made to ensure pupils receive the support they require, this may include additional staff support during teaching time or supervision during lunchtime and breaks. There may be requirement for specialist resources, which will either be purchased or hired in order to meet the needs of the learner.

The amount of support required for each pupil to make good progress will be different. In very few cases a very high level of intervention is required. The funding arrangements require schools to provide evidence of support to the value of £6000 per year before application can be made to access High Level 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, trips and activities offered to pupils at Paddock Wood Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. We will ensure that all reasonable adjustments are made in order to ensure pupils can access the curriculum and school led activities.

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

At Paddock Wood 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 and indirectly via interactions throughout the day.

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. An Inclusion Manager is employed to provide additional emotional support and therapeutic approaches. For some pupils there will be a higher level of need in this area, for these pupils and support such as: 'Talk and Draw' therapy, play therapy, bereavement support and one to one mentoring is provided. We have also commissioned a counsellor to work at the school one half day each week.

For pupils requiring support beyond the skill set within the school, we can initiate Early Help in order to enable access to specialised support commissioned by the County Council.

*4 The name and contact details of the SEN Co-ordinator*

The SENCO at Paddock Wood Primary School is Mrs. Lisa Maynard, who is a qualified teacher and accredited by the National Award for SEN Co-ordination.

Mrs. Lisa Maynard is available on 01892 833654 or [senco@paddock-wood.kent.sch.uk](mailto:senco@paddock-wood.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

In 2015 Paddock Wood Primary School was awarded the CPLD Charter Mark (Continuous Professional Learning and Development). This was awarded after careful scrutiny of our commitment to training and development within the school.

The training providers are sought from: Broomhill Bank Special School, Valance School, Educational Psychologist, Speech and Language therapists, occupational therapists and physiotherapist. If these providers cannot service our needs then we would look to the wider market of training providers.

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 either purchase or seek it by loan in order to meet the needs of the pupil.

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

Parents/carers of pupils at Paddock Wood Primary School are invited to discuss the progress of their children on two occasions a year and receive a report twice per year. We are happy to facilitate additional meetings and welcome parental involvement.

In addition to parents evenings, the SENCo will meet with parents of children on the SEN Register at least twice a year where their provision map will be discussed. 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.

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

When a pupil has an Education, Health and Care plan, their views are sought through the review process. The school offers an open door approach to communication between school and home, acknowledging that it is important and valuable for both pupil and parent opinion regarding the support being provided.

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

Parents are encouraged to discuss their concerns with their child's class teacher, Parent Support Adviser, Phase Leader, SENCO or Assistant Head teacher or Head teacher, in order to attempt to resolve the issue before making formal complaint 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 has engaged with the following bodies:

- Membership of LIFT for access to specialist teaching and learning service
- A 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 SENCO: SENCO forum online and regular AEN update meetings with other local SENCOs.
- Fegan's Counselling Services.

*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 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 412 412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

<http://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*

Paddock Wood Primary School works closely with the educational settings attended by pupils before they transfer to us, in order to share information that will make the transfer as seamless as possible. We work with the local children's centre, health visitors, pre-school and nursery settings in order to share appropriate information about children moving to EYFS. We welcome visits from Secondary SEN/Pastoral staff in order to share appropriate information to aid a smooth transfer to KS3. We arrange additional visits to new KS3 settings, along with some supported journeys to school, in order to diminish some of the challenge and anxiety of using public transport.

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

The local authority's local offer is published at:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Approved by the GB on .....

Next review on .....