

# SEN & Disability Policy

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
- Inclusion Policy
- Safeguarding Policy
- Homework Policy
- Complaints Policy
- Teaching and Learning Policy
- Admissions Policy

This policy has been developed with parents/carers and representatives from the governing body and will be reviewed annually.

## **Definition of SEN**

A child or young person has Special Educational Needs 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. *SEND Code of Practice (2015, 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’ *SEND Code of Practice (2015, p5)*

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

At Marden Primary School we will make provision for every kind of frequently occurring special educational need and/or disability without an Education, Health and Care Plan, such as dyslexia, dyscalculia, dyspraxia, speech and language needs, Autistic Spectrum Disorder, Asperger's Syndrome, sensory processing difficulties, social communication difficulties, learning difficulties and emotional difficulties. There are other kinds of special educational needs and/or disabilities which do not occur as frequently and with which the school is less familiar, but should the need arise (i.e. a new child being admitted to the school or a new diagnosis), we would 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 who have Autistic Spectrum Disorder, Asperger's Syndrome or Global Delay. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority. Should the Local Authority decide that a child on our roll should have a special school named on their Education, Health and Care Plan, we will continue to provide appropriate support until they transfer.

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.

If a child comes into the school with a Statement of Special Educational Needs this will be transferred to an Educational Health Care Plan using the guidance issued by Kent during a transfer review meeting.

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

At Marden Primary School we monitor the academic progress of all pupils six times a year using a combination of standardised assessments and teacher assessments. We also use a range of assessments, such as the year 1 phonics screening, Speech Link, Language Link and the Foundation Stage Profile, at various points throughout a child's school career to monitor their progress in other areas.

Where progress is not sufficient, even if special educational needs and/or disabilities have not been identified, we put in place extra support to enable the pupil to catch up. This extra support could be in the form of additional support in class or as out of class interventions. We try to limit out of class interventions where possible to reduce the amount of class learning time missed.

Extra support may include:

- Targeted maths and English support during lessons from class teachers and TAs
- Surgeries with class teachers to address issues identified in lessons
- Reading booster, individually and in small groups
- Maths booster, individually and in small groups
- Writing booster, individually and in small groups

- Phonics booster, individually and in small groups
- 1:1 tuition with class teachers and Senior Leaders
- Speech Link (sound production support) with SEN TA
- Language Link (expressive and receptive language development) with SEN TA
- BEAM (gross motor skills programme)
- Clever Fingers (fine motor skills programme)
- Lego Therapy (social communication support)
- Mentoring from Middle and Senior Leaders
- Pastoral support
- Social communication skills group
- 1:1 emotional resilience development
- Sensory Circuits
- Behaviour Groups

Interventions are tailored to meet individual needs as required, so these examples are based on current needs. Each class has a provision map identifying their current interventions, which is reviewed at each half term and then updated three times a year in conjunction with the SENCo and Headteacher.

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 assessment tools to determine the cause of the learning difficulty. At Marden Primary School we are experienced in using the following assessment tools:

- Speech Link (sound production)
- Language Link (expressive and receptive language)
- Ravens Matrices
  - Coloured Progressive Matrices (non-verbal ability)
  - Crichton Vocabulary Scale (verbal ability)
- British Picture Vocabulary Scale – Third Edition (vocabulary acquisition)
- Expressive Vocabulary Test 2 (expressive language)
- Lucid Rapid Dyslexia Screener (cognitive indicators of dyslexia)
- Boxall Profile (emotional and behavioural difficulties)

We also have access to external advisors such as Occupational Therapists and Speech Therapists via NHS referral, Specialist Teachers and Educational Psychologists through the Local Inclusion Forum, and a school funded Speech and Language Therapist. They are able to use the following assessment tools, amongst others:

- Movement Assessment Battery for Children
- The Developmental Test of Visual Motor Integration
- The Short Sensory Profile Questionnaire
- Clinical Evaluation of Language Fundamentals
- Children’s Communication Checklist

- Pre-School Language Scale
- South Tyneside Assessment of Phonology
- Test for the Reception of Grammar
- Boehm Test of Basic Concepts
- Knowledge of Common Sequences
- Vernon Graded Spelling Test
- BURT Reading Test

Referrals are completed by the SENCo, Miss Hindley, and parental consent is always sought.

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 the class provision map, reviewed regularly and revised if necessary. At this point we will have identified that the pupil has special educational needs and/or disabilities 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 special educational needs and/or disabilities. 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 and/or disabilities. When any change in identification of SEND 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 and/or disabilities 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 provision map will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEND 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 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. This will then be reported to the governor monitoring pair.

### **3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs and/or disabilities**

Every pupil in the school has their progress tracked six times per year during Pupil Progress Meetings involving the Head teacher, SENCo, class teacher and teaching assistants. In addition to this, pupils with special educational needs and/or disabilities may have more frequent assessments of reading age, spelling age etc. The assessments we use at Marden Primary School are listed 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, during the Pupil Progress the provision will be discussed and adjusted accordingly on the next provision map.

### **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 SEND. 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 SEND most frequently encountered *SEND Code of Practice (2014, 6.37)*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. See the website for further details: <http://www.kelsi.org.uk/policies-and-guidance/inclusion-and-achievement-documents>

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments such as one to one tutoring, small group teaching, use of ICT software, visual prompts, pre-teaching vocabulary and the use of physical resources such as pencil grips and sloped writing surfaces. 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 and/ or disabilities**

At Marden 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 and/or disabilities. This prevents pupils with Special Educational Needs from being

treated less favourably than other pupils. 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 put in place the following as part of the school's accessibility planning:

- Appointment of a part-time SENCo (Monday, Tuesday, Wednesday)
- The SENCo will complete the 'National Award for Special Educational Needs Co-ordination' within three years of taking up the post.
- Training provided by SENCo on supporting children with SEN in class, including adapting resources, effective use of TAs, Speech and Language strategies etc.
- Specialist training of support staff delivering intervention programmes.
- Use of Assessment for Learning, including an agreed charter.
- Training in the use of manipulatives in maths (for which additional resources have been purchased including numicon).
- Large scale visual images such as playground markings.
- Visual timetables in all classes.
- Laptops provided for children who find writing difficult as part of their provision.
- Early intervention support from the local authority accessed for families who need additional support.
- Communicate In Print – a programme that uses pictorial representations for words.

We have identified that the following aspects of school practice need to be developed:

- Review and streamline SEN register. - Identify Quality First Teaching (high quality teaching) what goes above and beyond and look at progress within age range.
- Personalised outcomes to be generated for children on the SEN register after it has been streamlined (where appropriate) - To be written alongside class teachers and with parent input.
- Deputy head (Miss Chown) to establish what qualifies as good progress for children with SEN, with advice from county
- To create and circulate an inclusive classroom checklist
- Review impact of provision map and continue to develop the mapping process

### **3e additional support for learning that is available to pupils with special educational needs and/ or disabilities**

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 SEND 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 offer is on our 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 school can apply for High Needs Funding from the Local Authority to provide top up funding.

**3f how the school enables pupils with special educational needs and/or disabilities to engage in activities of the school (including physical activities) together with children who do not have special educational needs and/or disabilities**

At Marden Primary School we take every step possible to ensure that pupils with Special Educational Needs are treated equally inline with all pupils at the school. All clubs, trips and activities offered to pupils at Marden Primary School are available to pupils with special educational needs and/or disabilities either with or without an 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 and/or disabilities**

At Marden 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 via PSHE lessons, mentoring, access to FLO, pastoral support, social groups 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 mentor time with member of the middle or senior leadership team, external referral to ChYPS (formerly CAMHS) or Early Help and a time-out space for pupils to use when upset or agitated.

The school recognises that these children often have most difficulty at lunch time and a middle or senior member of staff is always on radio call should a need arise. A sanctuary has also been established during lunch times where they can play with the guidance of the SENCo.

Pupils in the early stages of emotional and social development because of their special educational needs and/or disabilities 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 Marden Primary School is Miss Jen Hindley, who is a qualified teacher. Miss Hindley is available on 01622 831393 through the school office or at [jen.hindley@marden.kent.sch.uk](mailto:jen.hindley@marden.kent.sch.uk)

The Deputy Headteacher, Miss Laura Chown, maintains Senior Leadership responsibility for Inclusion and meets regularly with the SENCo to support effective working practices and maintain a shared overview of the school.

The school SEN Governors are Mr Steven Sivyer, Mr Andy Puncher and Mrs Anne-Marie Sturrock. They are contactable through the school office on 01622 831393 or [office@marden.kent.sch.uk](mailto:office@marden.kent.sch.uk).

The governors commissioned an external review into SEN provision provided at the school which was undertaken by a headteacher of a Special School. The areas for development from the report are being worked on and are noted in section 3d. A relationship has been established and both schools are working together to develop links. Marden Primary School works with the local authority and the Specialist Teacher Service to access information and advice about how to improve practice..

### **5 Information about the expertise and training of staff in relation to children and young people with special educational needs and/or disabilities and how specialist expertise will be secured**

All teachers and/or teaching assistants have had the following awareness training:

- Differentiation (teachers)
- Provision mapping (teachers)
- Deployment of support staff (teachers)
- Strategies to scaffold writing (teachers)
- Effective questioning (teaching assistants)
- Behaviour management (teaching assistants)
- Instilling independence (teaching assistants)
- 'Making Best Use of Teaching Assistants Guidance Report' (teaching assistants)

In addition, the following members of staff have received the following enhanced and specialist training:

- Malcolm Goddard (headteacher) – DSL (formerly DCPC), Team Teach Sarah Beckett (deputy head) – DSL, Team Teach
- Laura Chown (deputy head) - DSL
- Jen Hindley (SENCo) – ADHD Awareness, Sensory Circuits, Dyslexia Awareness, Boxall Profile training Mandy Gill (SEN TA) – BEAM, Speech and Language, Lego Therapy
- Esther Fuggle (SEN TA) – BEAM, Sensory Circuits, Direct Care (NVQ), Team Teach
- Francis Rivers (Cover Supervisor) – Signalong
- Alex Malins (TA) – Sensory Circuits
- Adam Townsend (Teacher) – Sensory Circuits
- Robert De-Keyzer (Teacher)-Sensory Circuits

The following members of staff have specialist experience:

- Malcolm Goddard (headteacher) – experience with behaviour management, social and emotional difficulties and counselling training
- Adam Townsend (teacher) – worked with disability groups to access outdoor experiences

- Mandy Gill (SEN TA) – worked closely with Speech and Language Therapists and Physiotherapists to deliver therapies in school.
- Esther Fuggle (SEN TA) – worked closely with Physiotherapists to deliver therapies in school, experienced supporting with people with brain damage, end of life care, experienced supporting children with difficult behaviour and ASD, part of the Gypsy community.

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 Authority (through LIFT or the service level agreement for CPD), local special schools including Five Acre Wood and Goldwyn Foundation School, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

#### **6 Information about how equipment and facilities to support children and young people with special educational needs and/or disabilities 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 and/or disabilities about, and involving them in, their education**

All parents of pupils at Marden Primary School are invited to discuss the progress of their children twice a year and receive a written report once a year. Parents of children with SEN are invited to attend an additional meeting, in accordance to requirements in the SEND Code of Practice. 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.

If following this normal provision improvements in progress are not seen, we will use internal assessments to help us address these needs. We may also contact parents to discuss accessing external assessments or advice. If a child is receiving support that is over and above Quality First teaching and they are not making progress inline with age related expectations then they will be identified as having special educational needs and/or disabilities because special educational provision is being made. 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 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 and/or disabilities about, and involving them in, their education**

When a pupil has been identified to have special educational needs and/or disabilities 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 and/or disabilities concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Marden Primary School are used for complaints about provision made for special educational needs and/or disabilities. We encourage parents to discuss their concerns with the following people to resolve the issue before making the complaint formal to the Chair of the governing body:

- class teacher
- phase leader
- SENCo, Jen Hindley
- Deputy head teacher, Sarah Beckett (Mon-Wed) or Laura Chown (Mon-Fri)
- Head teacher, Malcolm Goddard

Parents can also informally raise concerns, issues or queries with all of the above people, or the Family Liaison Officers, Cathy Orford and Laura Walsh.

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 contacted through the Local Authority. 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 Special Educational Needs or 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/or disabilities 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 the Educational Psychology service on a needs basis
- Link to Disabled Children's Service for support to families for some pupils with high needs through Kent County Council <http://www.kent.gov.uk/social-care-and-health/disability>
- Access to local authority's Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice on a needs basis
- Ability to make requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for the SENCo (SENCO forum and NASEN)

### **11 The contact details of support services for the parents of pupils with special educational needs and/or disabilities, including those for arrangements made in accordance with clause 32**

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 and/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 (Mon-Fri 9am to 5pm)

**Office:** 03000 412 412

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

**Website:** <http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/Information-Advice-and-Support-Kent>

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

At Marden 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. Foundation Stage staff liaise with all Pre School settings and additional meetings, which may include the SENCo, are arranged when needs are identified.

We also contribute information to a pupils' onward destination by providing information to the next setting. Where a child has identified SEND we inform the secondary schools prior to transfer, and then the SENCo meets with a representative from the secondary school in the summer term. Additional meetings may take place if children have Statement of Special Educational Needs or Education, Health and Care Plan. A representative of the Secondary school is invited to the child's last annual review at primary school.

Should the Local Authority decide that a child on our roll should have a special school named on their Statement of Special Educational Needs or Education, Health and Care Plan, we will work closely with the new school to ensure that their transfer is personalised to meet their individual needs.

### **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.

### **14 Glossary of terms**

ADHD/ADD	Attention Deficit Hyperactive Disorder / Attention Deficit Disorder
ASD	Autistic Spectrum Disorder
BEAM	Balance Education and Movement
CAMHS	Children and Adolescent Mental Health Service
ChYPS	Children and Young People's Service
DSL	Designated Safeguarding Lead
EHCP	Education, Health and Care Plan
FLO	Family Liaison Officer
ICT	Information Communication Technology
LIFT	Local Inclusion Forum Team
PSHE	Personal Social and Health Education
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and/or Disability
SSEN	Statement of Special Educational Need
TA	Teaching Assistant