

*Be the best we can, for ourselves, for others and for God*



## **HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL**

### **SEND POLICY**

**Nov 2017**

*Christian values underpin all that we do at Hildenborough CEP School. We feel it is important for both adults and children alike to understand that Christian values are based on God and the work of Jesus Christ. We believe that the understanding and application of Christian values strengthens the school community's spiritual development and this is reflected through daily deeds and actions. Core Christian values include hope, righteousness, love, and putting God first in our lives. As a school we have chosen the particular Christian values of love, honesty and courage to enhance the children's curriculum and daily school life.*

Last Reviewed	Nov 2017
Next Review Date	Nov 2018
Ratified by	FGB
Ratified on	22.11.17
Lead Person	FGB
Category	General

**LOVE. HONESTY. COURAGE.**

## Hildenborough C of E Primary School

### **SEN&D Policy**

At Hildenborough CEP School we aim to  
“Be the best we can, for ourselves, for others and for God”

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEND Code of Practice 2014 (updated 2015)
- Equality Act 2010
- Schools Admissions Code 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- 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:-

- Accessibility Plan
- Behaviour and Discipline Policy
- Equality Policy
- Equal Opportunities Policy
- Child Protection Policy
- Home Learning Policy
- Complaints Policy
- E-Safety Policy
- Anti-bullying Policy
- Supporting Pupils with Medical Needs Policy
- Pupil Premium Policy Review Statement

The SENCO at Hildenborough C of E Primary School is Rachel Bates, who is a qualified teacher and is currently undertaking the training for accreditation by the National Award for SEN Co-ordination. She holds the following qualification: BA (Hons) Degree. Rachel is a member of the Senior Leadership Team.

Rachel Bates is available on 01732 833394 or Rachel.Bates@hildenborough.kent.sch.uk. She is available Monday through to Friday.

This policy has been updated with input from staff and Governors and 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 (2015, p15-16)*

### **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)*

### **This policy answers the following questions:**

1. The kinds of special educational need for which provision is made at the school
2. Information about the policy for identification and assessment of pupils with SEN
3. Information about the school’s policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including
  - 3.1 how the school evaluates the effectiveness of its provision for such pupils
  - 3.2 the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs
  - 3.3 the school’s approach to teaching pupils with special educational needs
  - 3.4 how the school adapts the curriculum and learning environment for pupils with special educational needs
  - 3.5 additional support for learning that is available to pupils with special educational needs
  - 3.6 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
  - 3.7 support that is available for improving the emotional and social development of pupils with special educational needs
4. The name and contact details of the SEN Co-ordinator
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
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured
7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education
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

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

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)

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

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

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

At Hildenborough C of E 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 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 meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: speech and language, autism, hearing impairment and physical impairment. 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 Hildenborough C of E Primary School we monitor the progress of all pupils three times a year to review their academic progress in mathematics, reading and writing. We also use a range of assessments with all the pupils at various points: LanguageLink (and SpeechLink if necessary) screening in Year R, phonics screening in Year 1 and single word spelling and reading age assessments two times a year from Year 1 to 6.

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 small group booster teaching in reading, writing and maths; regular reading with an adult; handwriting practice group work; fine and gross motor skills group work; sensory circuits; appropriate educational computer software; use of writing support software (Clicker 6); individual or small group speech and language support; access to school based therapeutic play sessions; social skills group work.

We acknowledge other factors may impact on progress and attainment e.g. attendance and punctuality, health and welfare, English as an Additional Language, being in receipt of pupil premium funding; however, we know that these alone do not constitute a special educational need.

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 Hildenborough C of E Primary School we are experienced in using the following assessment tools: Ravens; Lucid Rapid (early screener for reading difficulties); SpeechLink and LanguageLink assessments; Test of Visual Perceptual Difficulties; Test of Auditory Processing; Dyscalculia Screener. We also have access, via the Specialist Teaching and Learning Service (STLS), to a wide range of assessment tools that are available on a loan basis. The SENCO attends training by the STLS on how to administer relevant assessments. A full list of available assessments can be requested from the STLS team based at Nexus School.

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. Assessment results will be shared with parents, and outcomes/targets will be put into a personalised provision plan, which will be regularly reviewed, and refined/revised if necessary. At this point, we will have identified whether a pupil has a special educational need because the school is making significant provision for the pupil, which is additional and different to what is normally available. Sometimes a referral is made to a single agency, or a Team Around the Family will be requested via collaboration between the parents/pupil and the school.

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 we have identified a SEN parents of that child 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 teacher (including assessment information from teacher), 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

**LOVE. HONESTY. COURAGE.**

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

For pupils with an EHC Plan there will be an annual review, as well as two in-year meetings to track the provision made for the child, which will enable evaluation of the effectiveness of the special provision – this information is shared with the local authority. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

For pupils without an EHC Plan, but with an SEN, there will be three review meetings yearly, which will enable evaluation of the effectiveness of the special provision set out in their personalised provision plan.

Although we set meeting dates for the evaluation of provision, we welcome parents to make an appointment to discuss their child at any time throughout the year, either with the teacher or a member of the SEN team (see 4 for contact details).

*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 reading age, spelling age etc. The assessments we use at Hildenborough C of E Primary School are listed in section 2. Using these, it will be possible to see if pupils are increasing their level of academic skills in key areas. We also track social development or other identified areas of need i.e. behaviour, as appropriate.

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 (scaffolded or deepened) for individual pupils, is the first step in responding to pupils who 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 (2015, p99  
6.37)*

In Hildenborough C of E Primary School the quality of teaching is judged to be good in our last Ofsted inspection (May 2017).

We also follow the Mainstream Core Standards 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, such as small group teaching, use of ICT software learning packages etc. The Mainstream Core Standards

can be found at <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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

At Hildenborough C of E 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 make ongoing improvements as part of the school's accessibility planning (see Accessibility Plan).

*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. In very few cases a high level of resource is required – these pupils are referred to as High Needs Pupils. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs. Schools can then apply for further funding through the local authority (KCC) for Higher Needs Funding (this funding is currently under review and may be subject to change), where the cost of supporting the additional SEN exceeds £6000.

*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 Hildenborough C of E Primary School are available to pupils with special educational needs, with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil with SEN in the activity.

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

At Hildenborough C of E Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through both direct teaching, for instance in PSHE lessons; peer to peer interventions; whole school assemblies, 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: time-out space for pupil to use when upset or agitated; 1:1 support from trained in-school counsellor; and, if necessary, a referral to NHS CYPMHS (formally CAMHS).

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.

4. *The Name and contact details of the SEN Co-Ordinator*

The SENCO at Hildenborough C of E Primary School is Rachel Bates, who is a qualified teacher and is currently undertaking the training for accreditation by the National Award for SEN Co-ordination. She holds the following qualification: BA (Hons) Degree.

Rachel Bates is available on 01732 833394 or Rachel.Bates@hildenborough.kent.sch.uk  
She is available Monday to Friday.

The SEN Manager is Caroline Stone. She is available on 01732 833394 or caroline.stone@hildenborough.kent.sch.uk  
She is available Tuesday to Friday.

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*

The majority of teachers and teaching assistants have had the following awareness training:

- Autism
- Team Teach
- Attachment

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

Caroline Stone – Foundation course in therapeutic play; Language for Learning; Makaton

Rachel Bates – 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: Nexus School, Kent Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapists, Physio Therapists, 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 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 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 Hildenborough C of E Primary School are invited to discuss the progress of their children on two occasions a year and receive a written report three times per year. In addition, class teachers and the SEN team welcome parents to arrange meetings outside these times as they feel necessary. 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, and this information will be shared with parents.

If improvements in progress are not seen following this normal provision, either in an academic or social context, 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 significant special educational provision is being made. The parents of the pupil will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review, and are seen as central to any plans to apply for an Educational, Health and Care Plan.

In addition to this, parents of pupils already 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 in this review will be presented in a way that has been 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 significant 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 personalised 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 Hildenborough C of E Primary School are used for complaints about provision made for special educational needs (see Complaints Policy). We encourage parents to discuss their concerns with the class teacher in the first instance. If they still feel the issue is unresolved then they are welcome to make contact with the SEN team. The Headteacher can also be contacted to resolve the issue before making a 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 parents seeking an EHC Plan for their child, 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
- Ability to purchase ad hoc support from Educational Psychology services
- 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
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN gateway

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)

Kent Parent Partnership Service (KPPS) 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:** 0300 333 6474

**E-mail:** kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

The Citizens Advice Bureau also offer help and advice which can be viewed at [www.adviceguide.org.uk](http://www.adviceguide.org.uk) and then selecting the Education tab.

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 Hildenborough C of E 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. Transition meetings are held for some children with SEN when starting school. Early Years setting staff meet with school staff and parents to discuss how to ensure a child's needs are met in their new school.

We also contribute information to a pupils' onward destination by providing information to the next setting. We will share relevant information with receiving secondary school SEN departments so as to facilitate smoother transition. Children who are struggling with transition are helped in many ways, for example: additional transition meetings/sessions at new school supported by SEN staff; transition booklets etc.

Pupil files are forwarded to a new school on request should a child move schools outside of the usual transition points.

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>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on .....

Updated: November 2017

Next review on: November 2018