

Offham Primary School



OFFHAM
PRIMARY SCHOOL

SEN & D Policy

Date of Policy June2017

Review Date June 2018

Signed – Chair of Governors

Signed – Head Teacher

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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 schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p4)*

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)*

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

At Offham Primary School we can make provision for every kind of frequently occurring special educational need (SEN) without an Education, Health and Care Plan (EHCP), for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, General Learning Difficulties, sensory needs and behaviour difficulties. There are other kinds of SEN 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 presently meets the needs of pupils with an EHC Plan. Currently these needs are based around attachment awareness, specific learning difficulties, speech and language, sensory processing and global delays.

Decisions on the admission of pupils with an EHC Plan are made by the Local Authority. The admission arrangements for pupils without an EHC Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Identification and assessment of pupils with SEN

At Offham Primary School we assess and monitor the progress of all pupils six times a year, through Pupil Progress Meetings, to review their academic, social and emotional progress.

We also use a range of assessments with all the pupils at various points, such as:

Language Link in Reception
Speech Link as required
Year 1 Phonics Screening
KS1 SATS
Year 5 CATS
KS2 SATS

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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:

Chatterbox

1:1 Daily reading

Literacy Focus and Booster groups

Memory Magic

Dyslexia Activities (NESSY)

Social group

Beanstalk (outside provider)

Clever Fingers

Maths Focus and Booster groups

Reading Focus and Booster groups

BEAM

Sensory Circuits

Write Dance

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 or access support and advice from outside agencies to determine the cause of the learning difficulty. At Offham Primary School we are experienced in using the following assessment tools: TAPS (Test of Auditory Processing Skills), Dyslexia Screening, Language for Learning assessments and Visual Stress tests. We also have access to external advisors including Educational Psychologists, Speech and Language Therapists and Occupational Therapists who are able to complete more in-depth assessments.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN Support plan and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

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.

We will ensure that all teachers and support staff who work with the pupil are aware of support to be provided and the teaching approaches to be used.

How the school evaluates the effectiveness of its provision for such pupil

Each termly 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 an EHCP there will be a termly review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

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The school's arrangement for assessing and reviewing the progress of pupils with Special Educational Needs

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with SEN may have more frequent assessments of reading age, spelling age etc. If any of these assessments (for SEN or non-SEN pupils) do not show adequate progress is being made, provision will be adjusted.

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. We 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 Offham Primary School the quality of teaching was judged to be "Outstanding" in our last Ofsted inspection (2015).

We follow the Mainstream Core Standards (web link on our website under Inclusion) advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments, e.g. Beanstalk (reading with children); Clicker 6; Sensory Circuits and BEAM. Some of these are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

How the school adapts the curriculum and learning environment for pupils with special educational needs

At Offham 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 drive to ensure an outstanding learning experience for all our children we are continually reviewing: the provision, curriculum, staff training and buildings to guarantee they meet our high expectations.

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 outstanding 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 at least good progress will be different in each case – our full list of interventions is available from our Inclusion Manager. 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 the amount the Local Authority should provide top up to the school.

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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 Offham Primary School are available to pupils with SEN either with or without a EHCP. 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.

Support that is available for improving the emotional and social development of pupils with special educational needs

At Offham Primary School we believe it is imperative to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance: PSHE, R.E and throughout all areas of the national curriculum.

For some pupils with increased needs in this area we also can provide the following: Social group, Chatterbox, time out space, Play Therapy and Sensory Circuits. Via outside agencies we have accessed; Play Therapy, LEGO Club, counselling and Early Help.

The name and contact details of the Inclusion Manager

The Inclusion Manager at Offham Primary School is Miss Rebecca Rodgers, who is a qualified teacher and is undertaking the National Award for SEN Co-ordination.

Miss Rebecca Rodgers can be contacted on 01732 842355 or rrodgers@offham.kent.sch.uk. The best day to contact Miss Rodgers is on a Wednesday.

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

All staff receive relevant training and support for any current needs within the school, particularly if they are working alongside the child. Teacher assistants are all specialised in an area that supports individual needs and they provide specialist teaching in the afternoon to ensure the best possible outcomes for our pupils.

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

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

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

All parents of pupils at Offham Primary School receive Provision Maps six times a year and are invited to discuss the progress of their children on three occasions a year, receiving a written report at the end of the school year. In addition, we are happy to arrange meetings outside of these times.

In addition to this, Parents of a pupil with an EHC plan meet annually for the formal review and parents of pupils with a SEN Support plan have this discussed and evaluated three times a year.

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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 SEN and special provision has been put in place for them, (where appropriate) the pupil will be consulted about and involved in the arrangements made for them. Parents are likely to play a more significant role in Early Years and KS1, with the child acting with greater independence in KS2.

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 Offham Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with: Class teacher, Inclusion Manager and Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body, following the Complaints Policy.

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. 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 EHC 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.

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 access to specialist teaching and learning service
- Access to local authority's Service Level Agreement (SLA)
- Ability to make ad hoc requests for advice from a variety of support services
- Membership of professional networks

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 can be contacted on:

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

<http://www.kenttrustweb.org.uk/kpps>

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 Offham Primary School we work closely with the educational settings attended by the pupils before they transfer to or from us in order to seek the information that will make sure the transfer is as seamless as possible.

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

A link to the local authority's local offer is on our website under the tab Inclusion

Development of this 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; Equalities Policy; Safeguarding Policy; Homework Policy; Whistleblowing Policy and E-Safety.

This policy was developed with staff, governors and parents and will be reviewed annually.

The governors and staff of Offham School are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.